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ABSTRACT

Career planning is a developmental process. All populations can benefit from the career planning process of self-assessment, exploring career opportunities in the world of work, and learning assertive job-search strategies that produce results. This guide includes career-planning activities for employment counselors, case workers, and social workers to support their programs. It is written for a variety of individuals in different places and phases of their careers. Section 1 of the Agency Version contains activities on self-assessment. Section 2 is concerned with career exploration and contains activities and strategies to help with the process. Section 3 concerns education and training. Section 4 discusses job searching and career management. Section 5 includes additional resource lists, publications, and publishers. The School Version guide. which accompanies the Agency Version, contains lesson plans and activities on these topics: self-assessment; career exploration; education and training; and job searches. The resource section contains readings on the concept of parents as partners in career exploration, lists resources on the Internet, and includes titles of publications and names of publishers. (JDM)

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Career Development Resource Guide and User's Guide for "Career Choices in North Carolina," 2000-2001. School Version [and] Agency Version.

Barbara M. Efird
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Career Development Resource Guide
and
User's Guide for
"Career Choices In North Carolina"

2000-2001

NORTH CAROLINA

SOICC

CG030710

Agency Version

STATE OF
NORTH
CAROLINA

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State Occupational Information Coordinating Committee

October, 2000

Dear Colleagues,

Enclosed you will find the new and updated pages of the User's Guide for "Career Choices in North Carolina." Please add these to last year's Guide and discard only the pages we have replaced. Although we are no longer publishing the User's Guide in it's entirety, complete Guides will be available at the regional Career Choices Workshops this fall.

This year we have added new activities, and updates in the Education (III), Job Search (IV), and Additional Resources (V), Sections. There is a Revised Version of the Career Key for the Assessment Section (I), which is also available in the new on-line NC CAREERS on our web site.

Many thanks to all of you who contributed suggestions and evaluations for both "Career Choices in North Carolina" and the User's Guide. We continue to count on receiving your comments, so we can better meet the needs of your programs and your students.

Be sure to note this fall's Career Choices workshop schedule and join us for one in your region. Visit out home page (http://www.soicc.state.nc.us/soicc/) to find selections from these publications, including the Career Briefs, listing of all our products, training schedules, and the Career Explorer's "Daily News" feature. We look forward to hearing from you.

Sincerely,

Nancy H. MacCormac
Nancy H. MacCormac
Executive Director

Barbara Efird
Barbara M. Efird
Author, User's Guide

Barbara Wiggins
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Community College System
Department of Labor
Employment and Training

Department of Commerce
Department of Public Instruction
Services for the Blind
University of North Carolina

Department of Correction
Employment Security Commision
Vocational Rehabilitation Services

FALL WORKSHOP REGISTRATIONS

Using "Career Choices" Tabloid and User's Guide, School Version

Regional half-day workshops for school personnel to support school and classroom use of the "Career Choices" tabloid and User's/Resource Guide. The workshops are designed primarily for high and middle school counselors and IECs, and school teams of counselors, IECs and teachers. Workshops are scheduled from 9:00- 12:00. There is no registration fee.

Workshop Date	Location	Registration Deadline
October 24	Wake County Public Schools Staff Development Center, Raleigh	October 10
October 30	Cumberland County Schools Education Resource Center Fayetteville	October 16
October 31	Martin Community College Williamston	October 27
November 1	Buncombe County Schools Asheville	October 18
November 16	Charlotte-Mecklenburg Schools Charlotte	November 2
November 17	Guilford County Schools Greensboro	November 13

Registration Form

Please register me for the Career Choices Workshop

On (date) ______________________ at ______________________________

Name ______________________________ Position ______________________

School Name ____

School Address ____

____

School Phone _________________________ Fax ______________________

Please return registration form to:

NC SOICC- Career Choices
PO Box 25903
Raleigh, NC 27611
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NORTH CAROLINA

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What's NEW at SOICC?

NC CAREERS

Continual Site Update:
Site updated throughout the year with the latest information regarding our career development workshops, system training, product updates and more.

Daily News:
This exciting new feature brings you daily (Monday through Friday) updated career information articles designed to enhance career awareness and career exploration. There are career profiles and labor market analyses with NC – specific statistics, as well as useful career-related Internet site reviews.

Printable Forms & Publications:
Using the freely available Adobe Acrobat Reader browser plug-in, users can view and print a variety of forms and publications. Current items include product order forms and workshop schedule with others planned for near future.

On-Line Workshop Registration:
Register for any of our free career development workshops or for system training with our convenient on-line registration form.

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INTRODUCTION

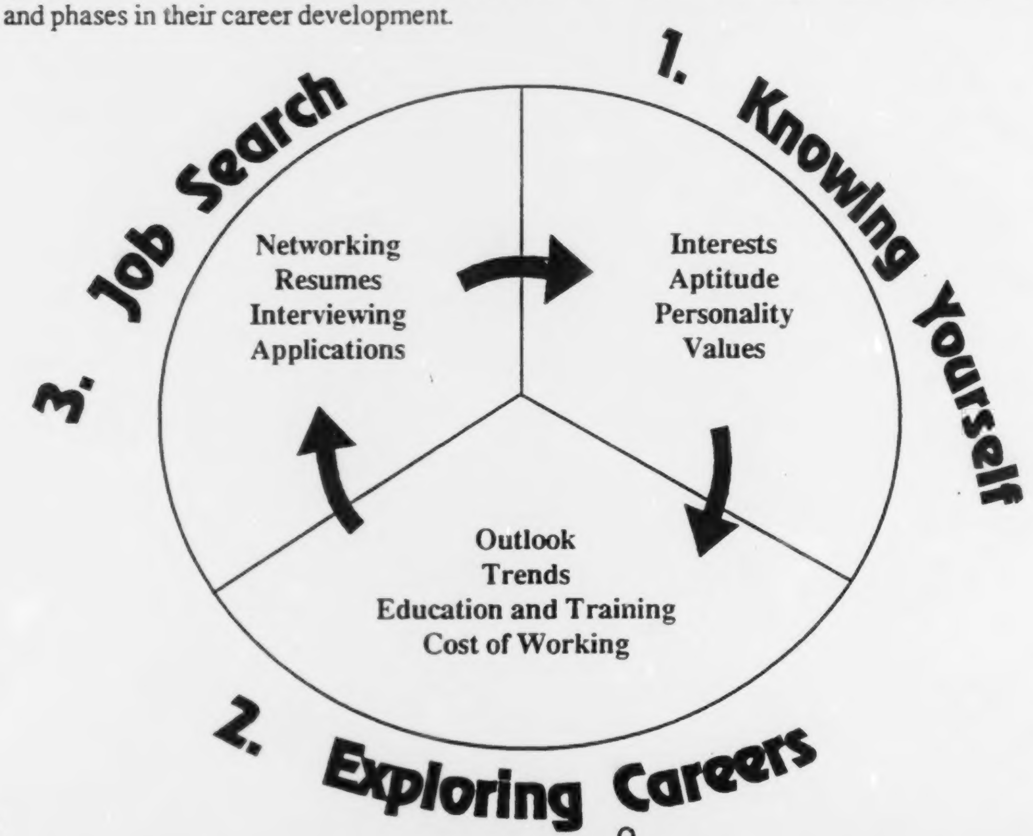
Career planning is a "do it yourself project". Schools, agencies and their respective personnel can only place programs, assessments, activities or resources in front of students and clients. The work, in order to be long lasting and effective can only be accomplished by the individual.

Career planning is a developmental process. For the young and older adult population, it is important for them to assess where they are if they are to meet their needs and turn their dreams into reality. The unemployed and unskilled worker in transition with little experience in the workforce has different needs from the young adult student looking to launch a first time professional or technical career. The older adult, who has been recently affected by an employer's reorganization, faces a different set of issues. All populations can benefit from the career planning process of self-assessment, exploring career opportunities in the world of work and learning assertive job search strategies that produce results.

Career Planning Process

The Career Planning process is a continuous cycle divided into three parts. The picture below illustrates the process with a circle and three arrows. By starting at # 1, Knowing Yourself, we learn about our personal qualities and characteristics. The next step, #2, is to explore the world of work and assess that information with the previous knowledge about ourselves. The next step, #3, is to learn job search strategies to locate opportunities in the careers we have found interesting to us. The process and cycle continues as we grow and develop through choice or circumstance to move to other occupations throughout our life time.

Career Choices' User's Guide, Agency and Community College Edition, includes career planning activities for employment counselors, case workers and social workers to support their programs. Along with the annual publication, *Career Choices in North Carolina*, it is written for a variety of individuals in different places and phases in their career development.



NATIONAL CAREER DEVELOPMENT GUIDELINES

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement	Knowledge of the benefits of educational achievement to career opportunities	*Understanding the relationship between educational achievement and career planning	*Skills to enter and participate in education and training
Awareness of the relationship between work and learning	Understanding the relationship between work and learning	*Understanding the need for positive attitudes toward work and learning	*Skills to participate in work and life-long learning
Skills to understand and use career information	Skills to locate, understand, and use career information	*Skills to locate, evaluate and interpret career information	*Skills to locate, evaluate and interpret career information
Awareness of the importance of personal responsibility and good work habits	Knowledge of skills necessary to seek and obtain jobs	*Skills to prepare, seek, obtain, maintain and change jobs	*Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society	*Understanding how societal needs and functions influence the nature and structure of work	*Understanding how the needs and functions of society influence the nature and structure of work
Career Planning			
Understanding how to make decisions	Skills to make decisions	*Skills to make decisions	*Skills to make decisions
Awareness of the interrelationship of life roles	Knowledge of the inter-relationship of life roles	*Understanding the inter-relationship of life roles	*Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	Knowledge of different occupations and changing male/female roles	*Understanding the continuous changes in male/female roles	*Understanding the continuing changes in male/female roles
Awareness of the career planning process	Understanding the process of career planning	*Skills in career planning	*Skills to make career transitions

*Guidelines that have been utilized in the Career Choice's User's Guide.

I

SELF ASSESSMENT

SELF ASSESSMENT

Self assessment is the process of " knowing oneself". It is taking an inventory of someone's likes, dislikes, skills, abilities, personal characteristics, values, wants and needs. It is the first part of the career planning process. Before clients/students can determine what it is they would like to do in their career, they first need to discover who they are. People change, grow and develop. Therefore it is necessary for everyone to re- assess themselves periodically.

Self assessment includes evaluating one's:

- interests
- skills/abilities
- personality
- values
- lifestyle and financial goals

Self assessment evaluation can be either formal or informal. **Informal**-assessment is through counseling, activities and worksheets found in career publications, or workshops and seminars. **Formal** assessment is in the form of standardized instruments or tests used by qualified counselors that have been researched and tested for reliability and validity.

The following pages discuss Uses of Assessments and Holland Theory information and handouts. The latter may be used as an informal activity. The following assessment and assessment-related activities were designed to compliment the career planning and self assessment sections in *Career Choices.*

Activity 1a- The Career Key -a formal assessment developed by Lawrence K. Jones, Ph.D. Copies may be made for non profit, public use provided that the notice of copyright is affixed to each copy. *The Career Key* is based on the Holland Theory and organized by RIASEC codes.

Activity 1b is a selection of **College Majors** arranged by Holland Code. This informal assessment can assist students to see what categories their interests tend to represent. Often students or perspective students are able to think in terms of majors rather than occupations for short-term goals.

Activity 1c - Functional Skills is useful to determine transferable skills from previous employment or education to new opportunities. Also organized by Holland Code, the student/client will be able to research occupations by Holland Code, which best match their present skills.

Activity 1d -Self Evaluation of Work Values is an informal assessment of one's work values. It can be administered in group or individual sessions and give both the client/student and counselor pertinent information about motivation and job satisfaction and further insight about the client/student.

Activity 2- Lifestyle and Financial Considerations provides the client/student a format to assess their present financial situation and a projected needs. This is recommended for students/clients as they consider re-training, education or changing occupations.

Activity 3- Family tree provides a way for the student/client to think about their family history of jobs/careers and how this might affect their career choices.

USE OF ASSESSMENTS IN CAREER COUNSELING

"The greater the self understanding an individual has, it is assumed, the more likely that person is to make realistic, satisfying educational and career choices."

Assessments provide a vehicle to identify talent and to assist persons with self-understanding. Utilized with the counseling process, a counselor can interpret the results from the assessment along with information gathered from the student/client from previous sessions. The student/client affirms or denies whether the results give an accurate picture of themselves or not.

Assessment is concerned with the **content** of choices to be made as well as the **readiness** for choices the student/client possess.

Four major uses of assessments:
1. **Prediction**: used to foretell, estimate or foresee a future performance based on present data. Aptitude tests are used to predict future performance either in an educational setting or in an occupation. It has been stated that aptitude tests predict school performance and success in training better that they do performance in an occupation. Examples of assessments used for prediction are- DAT, GATB, ASVAB, and CAPS.

2. **Discrimination:** used to distinguish among various groups of occupations, which group an individual mostly likely resembles. Interest measurement is the most common application of discrimination analysis in career guidance. Although it is possible to use interest inventories for prediction, it is not viewed by career development experts as their primary value. Examples of interest inventory are- Self-Directed Search, Campbell Skill and Interest Inventory, Strong Interest Inventory, and COPS.

3. **Monitoring** used to assess the stage of career development or the career maturity of an individual or group. It can tell us about the individual's readiness for choice rather than the content of choice. Monitoring informs us of such work-related factors such as work values, job satisfaction, and a wide variety of other measurable variables pertinent to work life. Examples of career maturity assessments are- Career Development Inventory (CDI), Career Maturity Inventory (formerly the Vocational Development Inventory) and the Cognitive Vocational Maturity Test.

Another type of monitoring instrument that is useful is work values. The values that one holds are clearly a determinant of career choice. An objective measure of the hierarchical structure of those values, therefore, provides an individual with important data for career decision making. Examples of values monitoring assessments are- Life Values Inventory (LVI), Work Values Inventory (WVI), and the Career Orientation Placement and Evaluation Survey (COPES).

4. **Evaluation**: is a systematic approach in which one looks for a relationship between career guidance processes and behavioral outcomes. Evaluation is a series of activities designed to determine how well goals have been achieved. To evaluate a program, one must formulate broad goals of a program, classify the goals to determine what action can be achieved, define objectives in measurable terms, select appraisal techniques such as questionnaire, standardized tests, etc., then gather and interpret performance data and compare data with the stated behavioral objectives.

Herr, Edwin & Cramer, Stanley, Career Guidance and Counseling Through the Lifespan, Systematic Approaches, Scott, Foresman and Company: Boston.

THE HOLLAND THEORY

Career development theorists, John Holland, Ph.D., developed a theory of career choice based on the following premises:

1. The six types or themes people and work environments, within which all jobs can be classified.
2. The six themes are Realistic, Investigative, Artistic, Social, Enterprising and Conventional.
3. Career satisfaction depends on the compatibility between one's personality and one's work environment.
4. If personality and the work environment "fit", that is if one's personality is congruent with one's work environment, the person mostly likely will enjoy their work, develop and grow in this career.

Formal assessments based on the Holland theory include the Strong Interest Inventory, the Self Directed Search and the Career Key (available in this User's Guide). Some informal assessments have also been developed around the Holland theory including, "The Party Game" from Bolles, "What Color is Your Parachute," and "Let's Make a Deal" from "Real People, Real Jobs" by Montross, Liebowitz and Shinkman.

As a counselor or a career development specialist you can listen to your clients/students describe their interests, personality, and skills, and determine which occupational theme or themes sounds the most consistent with their personality. You can utilize the formal assessments, informal assessments and the interview process to begin to organize your clients/students self-assessment and career exploration. It is important to note that everyone fits to some degree in more than one occupational theme. Therefore, it is important to look at which theme is the highest, the second and then the third. These three themes make up what is called the Holland Code. Take the first letter in the highest of the occupational themes (R-Realistic, I –Investigative, and so on) which best describes one's personality, then the second and then the third. In this order, one can derive their three-letter code. It is important to change the order of the three letters to look at all occupational possibilities. The *Dictionary of Holland Occupational Codes* provides a listing of hundreds of occupations by the Holland Code and would be an excellent reference book for counselors and specialists.

The following pages were designed to provide handouts for counselors/specialists to use with their students/clients. When looking through the lists of careers by Holland Theme, you may or may not find what your client/student wants. However, encourage them to look at what the group of occupations has in common. What is the main focus of the groups, working with people, data, things or ideas? Copy and give the pages which best represent the client/student's personality to them. Encourage them to research, conduct information interviews and explore these and other comparable occupations. You may also take two very opposing Holland Themes such as Artistic and Conventional and discuss with your client/student what makes these two themes so different. Which one best describes you? Which one do you not wish to work in? Holland says that workers are not passive victims of their environments but actively seek potentially compatible work environments. The Holland Theory can be a useful tool in your career counseling repertoire of skills.

Real People, Real Jobs. Montross, Liebowitz and Shinkman; Palo Alto, CA: Davies Black Publishing, 1995

REALISTIC

PERSON AND ENVIRONMENT DESCRIPTION

Realistic Personality

Typically, these people are more oriented to the present than to the past or future, and have structured patterns of thought. They perceive themselves as having mechanical and athletic ability. They tend to be more conventional in attitudes and values because the conventional has been tested and is reliable. They possess a quality of persistence, maturity and simplicity. Realistic types are found in occupations related to engineering, skilled trades, agricultural and technical vocations.

Realistic Environment

The realistic environment is structured, has clear goals and lines of authority. The environment is "hands-on", physical, outdoors, and/or mechanical. It relies on tools, equipment or machines. Tends to have casual dress and focused on tangible results.

Illustrative Occupations

Agriculture
Agriculture Economics
Agriculture Education
Agriculture Engineering
Agronomist
Air Traffic Controller
Animal Industries
Animal Science
Architectural Draftsperson
Carpentry
Ceramic Engineer
Civil and Sanitary Engineer
Construction Work
Cooks, Chefs
Dairy Husbandry
Dental Lab Technician
Draftsperson
Engineer
Engineering Technical
Farmer
Firefighter
Fish & wildlife Specialist
Foreman
Forestry
Industrial Arts
Industrial Arts Teacher
Industrial Hygiene
Geographer
Jewelry & Watchmaker
Landscape Architect
Mechanic
Mechanical Engineering
Military Officer
Optician
Park Service & Recreation Mgt.
Police Officer
Printer
Radio Operator
Repair Person
Surveyor
Technician
Typesetter
Vocational Ag. Teacher
Zookeeper

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs. Palo Alto, California: Davies-Black Publishing

INVESTIGATIVE

PERSON AND ENVIRONMENT DESCRIPTIONS

Investigative Personality

Investigative people are analytical, abstract and cope with life and its problems by use of intelligence. They perceive themselves as scholarly, intellectually self-confident, having mathematical and scientific ability. They are likely to possess a high degree of originality, verbal and math skills. Investigative types are found in occupations related to science, math, and other technical careers.

Investigative Environment

The investigative environment is non-structured, research oriented, and/or academic. Its primary task is to discover, collect and analyze data or ideas. The environment is scientific, mathematical, medical or technical in nature.

Illustrative Occupations

Actuary
Aeronautical Engineer
Airplane Pilot
Anthropologist
Astronomer
Bacteriologist
Biomedical Engineer
Biochemist
Biologist
Botanist
Chemical Engineer
Chemist/Physicist
Chiropractor
College Professor
Computer Programmer
Conservationist
Criminology Detective
Dentist
Ecologist
Economist
Electrical Engineer
Emergency Medical Technician
Engineer
Food Technologist
Geologist
Geophysicist
Horticulturist
Internist (Physician)
Mathematician, Statistician
Math Teacher
Medical Technologist
Meteorologist
Microbiologist
Nuclear Engineer
Oceanographer
Optometrist
Orthodontist
Pathologist
Pharmacist
Physicist
Physiologist
Podiatrist
Political Scientist
Psychiatrist
Radiological Technologist
Surgeon
Urban & Regional Planner
Veterinarian

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs, Palo Alto, California: Davies-Black Publishing

ARTISTIC

PERSON AND ENVIRONMENT DESCRIPTION

Artistic Personality

Artistic people tend to rely more on feelings and imagination. They perceive themselves as expressive, original, intuitive, nonconforming, introspective, independent, and have artistic and musical ability (acting, writing, and speaking). They value aesthetic qualities. The artistic person is more likely to relate by indirect means through their medium. Artistic types are found in occupations related to music, literature, the dramatic arts, and other creative fields.

Artistic Environment

The artistic environment is non-structured, creative, flexible, and rewards unconventional and aesthetic values. Its focus is usually on the creation of products, ideas, or performances. The environment ranges from arts organizations, film/TV, galleries, and theater to publishing, and/or advertising organizations.

Illustrative Occupations

Actor, Actress
Advertising
Architect
Art Teacher
Artist
Cartographer
Designer
Drama Teacher
Editor
Entertainer
Fashion Designer
Fashion Illustrator
Floral Designer
Foreign Language Interpreter
Graphic Communicator
Interior Decorator
Journalist (Reporter)
Landscape Architect
Languages, Linguistics
Manager, Advertising
Model, Fashion
Musician
Performing Arts
Philosopher
Photographer
Public Relations Officer
Radio or TV Program Writer
Teacher, Art, Dance, Music
Teacher, English, Literature

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs. Palo Alto, California: Davies-Black Publishing

SOCIAL

PERSON AND ENVIRONMENT DESCRIPTIONS

Social Personality

People who have high interest in other people and are sensitive to the needs of others characterize the social personality. They perceive themselves as liking to help others, understanding others, and having teaching abilities. They value social activities, social problems, and interpersonal relationships. They use their verbal and social skills to change other people's behavior. They usually are cheerful, scholarly, and verbally oriented. Social types are found in occupations related to teaching, community awareness positions, and the helping vocations.

Social Environment

The social work environment is harmonious and congenial. Its primary task is to work on people- related problems/issues. The environment focuses on informing, training, developing, curing, or enlightening others and is team oriented.

Illustrative Occupations

Art and Music Therapy
Claim Adjuster
Clergy
College Professor
Counselor
Dental Hygienist
Dietitian
Director, Social Services
Dormitory Director
Educational Administrator
Elementary Teacher
Employment Representative
Environmental Health Engineer
Extensive Agent
Foreign Language Teacher
Funeral Director
Home Economics Teacher
Librarian
Medical Assistant
Museum Worker
Nurse, Midwife
Occupational Therapist
Personnel Manager
Physical Ed. Teacher
Physical Therapist
Political Scientist
Professional Nurse
Public Health Service
Recreation Director
Rehabilitation Counselor
School Superintendent
Social Science Teacher
Social Scientist
Social Worker
Sociologist
Special Education Teacher
Speech Clinician
Teacher

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs, Palo Alto, California: Davies-Black Publishing

ENTERPRISING

PERSON AND ENVIRONMENT DESCRIPTIONS

Enterprising Personality

Enterprising people are adventurous, dominant, and persuasive. They place high value on political and economic matters and are drawn to business and leadership roles. They perceive themselves as popular, self-confident, social, possessing leadership and speaking abilities. Enterprising types are found in occupations related to sales, supervision of others and political and non-political leadership and managerial positions.

Enterprising Environment

The enterprising environment is results oriented. Its focus is usually on the promotion of services or products. It can be a large or small organization or entrepreneurial in nature.

Illustrative Occupations

Administrative Assistant
Administrative Engineering
Banker
Business Manager
Buyer (Purchasing Agent)
Contractor
Credit Manager
Director of Administrative Services
Director of Industrial Relations
Economist
Employment Interviewer
Flight Attendant
Labor Relations Specialist
Industrial Engineer
Insurance Underwriter
Labor Relations Specialist
Lawyer, Judge, Attorney
Manager, Food Services, etc
Manufacturer' s Representative
Market Analyst
Paralegal
Principal
Public Administration
Radio-TV Announcer
Real Estate Appraiser
Retail Merchant
Stockbroker
Salesperson
Sales Manager
Supervisor- Nursing
Stockbroker

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs, Palo Alto, California: Davies-Black Publishing

CONVENTIONAL

PERSON AND ENVIRONMENT DESCRIPTIONS

Conventional Personality

Convention people are practical, neat, organized, and work well in structured situations. They feel most comfortable with precise language and situations where accurate accounting is valued. They perceive themselves as conforming, orderly, and as having clerical and numerical ability. They make good subordinates and identify with people who are strong leaders. Conventional types are found in occupations related to accounting, business, computational, secretarial and clerical occupations.

Conventional Environment

The conventional environment is structured, business-like and has clear rules and policies. Its focus is on systematic manipulation of data, information, numbers or monies. Tends to be conservative in nature and focused on bottom-line results.

Illustrative Occupations

Accountant
Administrative Assistant
Auditor
Bank Teller
Bookkeeper
Budget Officer
Business Officer
Business Teacher
Cashier
Certified Public Accountant
Computer Operator
Court Reporter
Credit Analyst
Data Processing Worker
Finance Expert
Keypunch Operator
Legal Secretary
Loan Officer
Library Assistant
Medical Secretary
Proofreader
Receptionist
Reservations Agent
Secretary
Time Study Analyst
Timekeeper
Word Processor

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs, Palo Alto, California: Davies-Black Publishing

Activity 1a. The Career Key

The Career Key is designed to assist students to select possible career choices by matching their needs, values, abilities, skills, interest and aspirations to an occupation's demands and its potential to satisfy their needs. The information the student gathers is organized by the Holland Orientation Theory.

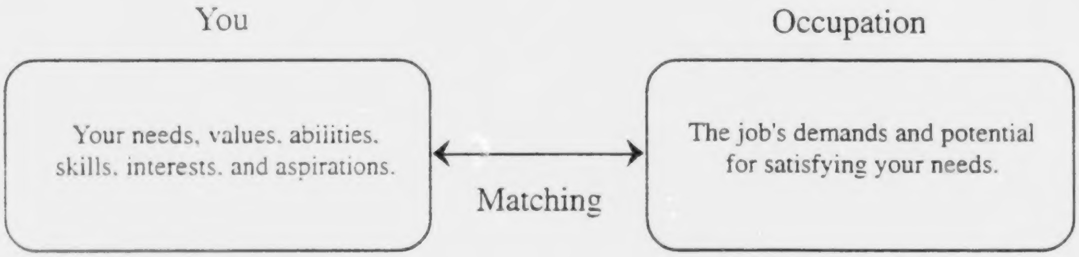
After administering The Career Key, explain to the student the six orientations according to the Holland Theory. They can then search in the following pages or in Career Choices for additional occupations that match their codes. Also available for students' use is, "Holland Personality Types and Work Environments and College Majors" in the User's Guide. Schools and agencies are allowed to copy The Career Key. See the copyright information at the bottom of The Career Key.

The Career Key

5th Edition

By Lawrence K. Jones, Ph.D

Choosing an occupation or a job is a matching process:


You
Occupation
Your needs, values, abilities, skills, interests, and aspirations.
The job's demands and potential for satisfying your needs.
Matching

The *Career Key* unlocks the mystery of this matching process. It will show you how to identify the jobs most likely to satisfy you.

Turn the page to begin.

Name ______________________________ Date ____________________

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How You See Yourself

Read each statement below and decide how much it describes you. If the statement is very true of you, write a "**2** " on the line next to it. If the statement is mostly true of you, write in a "**1** ". If the statement does not describe you, write in a "**0**".

R

____ I like to work with animals, tools, or machines.

____ Compared to others my age, I have good skills in working with tools, mechanical drawings, machines, or animals.

____ I value practical things you can see or touch like plants and animals you can grow, or things you can build or make better.

____ I am practical, mechanical, and realistic.

I

____ I like to study and solve math or science problems.

____ I am good at understanding and solving science and math problems, compared to others my age.

____ I value science.

____ I am precise, scientific, and intellectual.

A

____ I like to do creative activities like art, drama, crafts, dance, music, or creative writing.

____ Compared to others my age, I have good artistic abilities -- in creative writing, drama, crafts, music, or art.

____ I value the creative arts -- like drama, music, art, or the works of creative writers.

____ I am artistic, imaginative, original, and independent.

S

____ I like to do things where I can help people: like teaching, first aid, or giving information.

____ Compared to persons my age, I am good at teaching, counseling, nursing, or giving information.

____ I value helping people and solving social problems.

____ I am helpful, friendly, and trustworthy.

E

____ I like to lead and persuade people, and to sell things or ideas.

____ Compared to persons my age, I am good at leading people and selling things or ideas.

____ I value success in politics, leadership, or business.

____ I am energetic, ambitious, and sociable.

C

____ I like to work with numbers, records, or machines in a set, orderly way.

____ Compared to persons my age, I am good at working with written records and numbers in a systematic, orderly way.

____ I value success in business.

____ I am orderly, and good at following a set plan.

Now, add the number of points you have for the **R** statements. Write that sum on Line 1 on the next page. Then, do the same for the other letters -- **I**, **A**, **S**, **E**, and **C**.

Appealing Occupations

For the jobs listed below, write a "2" next to those that *definitely interest or attract you in some way*. Write in a "1" for those that *might interest you*. And, write in a "0" for any that you are undecided about, that do not sound interesting, or that you would dislike.

R ___ Bus Driver
S ___ Physical Therapist
R ___ Fish & Game Warden
S ___ Librarian
R ___ Farmer
S ___ Nurse
R ___ Truck Mechanic
S ___ Counselor
R ___ Airplane Pilot
S ___ Speech Therapist
R ___ Carpenter
S ___ Social Worker
R ___ Mechanical Engineer
S ___ Teacher

I ___ Biologist
E ___ Lawyer
I ___ Chemist
E ___ Sales Manager
I ___ Astronomer
E ___ Radio/TV Announcer
I ___ Laboratory Technician
E ___ Salesperson
I ___ Electrical Engineer
E ___ Restaurant Manager
I ___ Chemical Technician
E ___ Insurance Sales Agent
I ___ Research Scientist
E ___ Apartment Manager

A ___ Clothes Designer
C ___ Insurance Clerk
A ___ Dancer
C ___ Court Stenographer
A ___ Musician
C ___ Bank Teller
A ___ Novelist
C ___ Business Teacher
A ___ Actor/Actress
C ___ Bank Examiner
A ___ Artist
C ___ Tax Expert
A ___ Singer
C ___ Bookkeeper

To the left of each job title you see a letter, an **R**, **I**, **A**, **S**, **E**, or **C**. Carefully add the number of points that you have for the seven **R** jobs, and write that sum in the space below on Line 2.

Do the same for the other letters: **I**, **A**, **S**, **E**, and **C**.

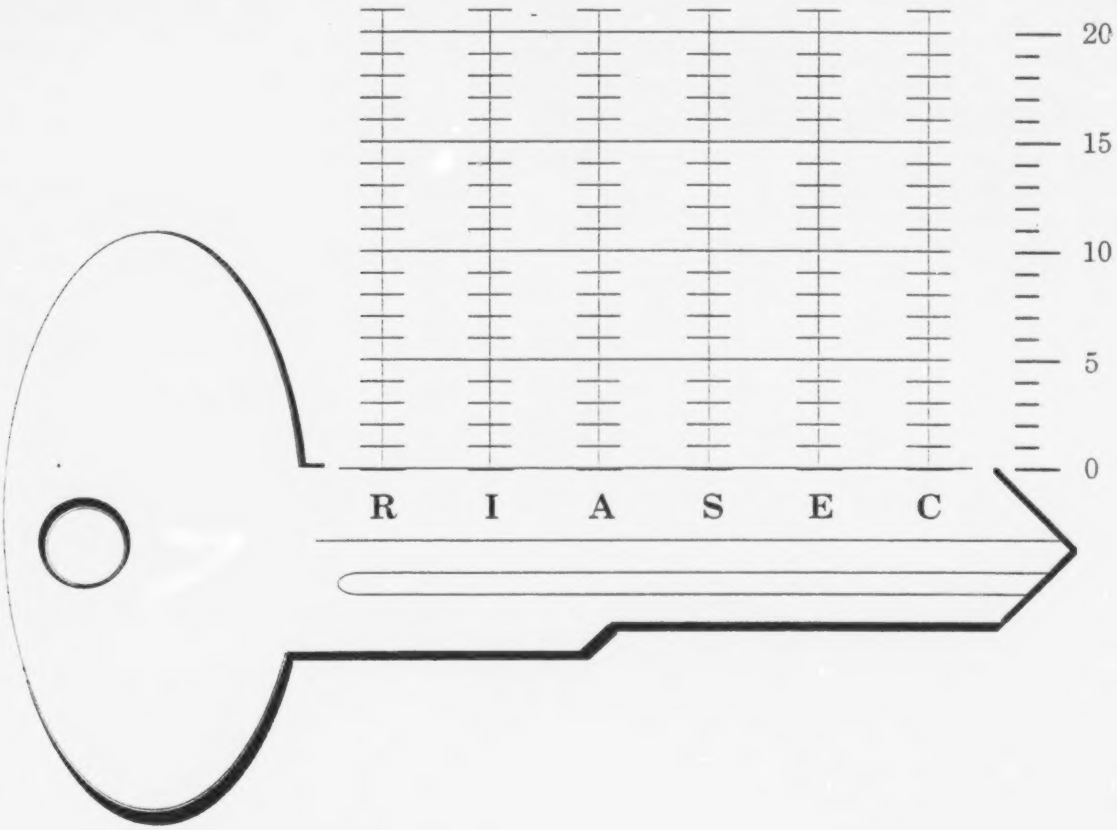
Now, add Line 1 and Line 2 and put your answers on Line 3 to get your total score.

Line 1:	___	___	___	___	___	___
	R	I	A	S	E	C
+						
Line 2:	___	___	___	___	___	___
	R	I	A	S	E	C
Total: Line 3:	___	___	___	___	___	___
	R	I	A	S	E	C

You will use your total scores on Line 3 to make your Career Key on the next page.

Your Career Key

Now you are ready to construct your Career Key. Begin with the total number points you have for **R** from Line 3 of the previous page. Make a small "x" on the graph below, above the **R** for that number. Do the same for the remaining letters: **I**, **A**, **S**, **E**, and **C**. Once you have done this, draw a line conecting your "x's" to complete the key. This is your Career Key.



According to Dr. John Holland, there are six types of people -- Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The highest scores on your Career Key are the personality types that you are most like.

On the next few pages, many jobs are listed. They are grouped in two ways:

1. The jobs are grouped according to the six personality types -- **R**ealistic, **I**nvestigative, **A**rtistic, **S**ocial, **E**nterprising, and **C**onventional.
2. Then, under each of the six types, the jobs are grouped into *work groups*. For example, see "**Engineering** [05.01]", on the next page. The workers in these groups of jobs have similar traits -- interests, skills, abilities, and level of training.

Read over the jobs listed for the two or three personality types that are highest on your Career Key. Place a checkmark (✔) next to those that interest you, or those you would like to know more about.

Occupations

Realistic Occupations

Plants and Animals [03.01, 03.02, 03.03, 03.04]
__ Animal Breeder
__ Animal Trainer
__ Dog Groomer
__ Farmer
__ Farm Manager
__ Fish Farmer
__ Forester
__ Greenskeeper
__ Horse Trainer
__ Landscape Gardner
__ Livestock Rancher
__ Logger
__ Nursery Manager
__ Supervisor, Livestock-Yard
__ Teacher, Vocational-Agricultural
__ Tree Surgeon

Safety and Law Enforcement [04.01, 04.02]
__ Detective
__ Fire Chief
__ Fire Fighter
__ Fire Inspector
__ Fish and Game Warden
__ Narcotics Investigator
__ Park Ranger
__ Police Officer
__ Security Guard
__ Highway Patrol Officer
__ Wildlife Agent
See also Regulations Enforcement, under Conventional Occupations.

Engineering [05.01]
__ Aeronautical Engineer
__ Agricultural Engineer
__ Air Analyst
__ Architect
__ Chemical Engineer
__ Civil Engineer
__ Electrical Engineer
__ Electrical Technician
__ Electronics Engineer
__ Electronics Technician
__ Instrument Technician
__ Land Surveyor
__ Landscape Architect
__ Laser Technician
__ Materials Engineer
__ Mechanical Engineer
__ Mechanical-Engineering
__ Nuclear Engineer
__ Plant Engineer
__ Pollution-Control Engineer
__ Safety Engineer
__ Sales-Engineer
__ Software Technician
__ Teacher, Industrial Arts
__ Tool Designer

Engineering Technology [05.03]
__ Air Traffic Controller
__ Building Inspector
__ Commercial Drafter
__ Industrial Engineering Technician
__ Marine Surveyor
__ Pollution-Control Technician
__ Radio/TV Transmitter Operator
__ Safety Inspector
__ Technical Illustrator
__ Traffic Technician

Managerial Work: Mechanical [05.02]
__ Manager, Food Processing Plant
__ Manager, Solid-Waste-Disposal
__ Radio/TV Technical Director
__ Superintendent, Maintenance
__ Water Control Supervisor

Vehicle Operation [05.04, 05.08, 09.03]
__ Air Plane Pilot
__ Flying Instructor
__ Helicopter Pilot
__ Master or Ship Captain
__ Ambulance Driver
__ Bus Driver
__ Locomotive Engineer
__ Taxi Driver
__ Truck Driver

Craft Technology [05.05]
__ Bricklayer
__ Carpenter
__ Oil-Burner-Servicer and Installer
__ Paperhanger
__ Plumber
__ Tile Setter
__ Avionics Technician (aircraft electronics)
__ Cable-Television Technician
__ TV or Computer Repairer
__ Electrician
__ Elevator Repairer
__ Electric Line Repairer
__ Telephone Office Repairer
__ Machinist
__ Sheet-Metal Worker
__ Structural-Steel Worker
__ Tool-and-Die Maker
__ Welder
__ Cabinetmaker
__ Aircraft Mechanic
__ Automobile Mechanic
__ Diesel Mechanic
__ Furnace Installer-Repairer
__ Locksmith
__ Refrigeration Mechanic
__ Small-Engine Mechanic
__ Camera Repairer
__ Dental Laboratory Technician
__ Optician
__ Orthodontic Technician
__ Offset-Press Operator
__ Piano Tuner
__ Pipe-Organ Installer
__ Tailor or Dressmaker
__ Furniture Upholsterer
__ Shoe Repairer
__ Chef
__ Dietetic Technician

Systems Operation [05.06]
__ Boiler Operator
__ Electric Power Plant Operator
__ Refrigerating Engineer
__ Water-Treatment-Plant Operator

Quality Control [05.07, 06.03]
__ Airplane Inspector
__ Garment Inspector
__ Machine Tester
__ Meat Grader
__ Telephone Equipment Inspector

Turn the page for more Realistic occupations.

Realistic (continued)

Crafts [05.10]
__ Appliance Repairer
__ Baker
__ Cook
__ Diver
__ Farm Equipment Mechanic
__ Floor Covering Installer
__ Glazier (glass installer)
__ Meatcutter
__ Painter
__ Recording Engineer
__ Roofer

Equipment Operation [05.11]
__ Bulldozer Operator
__ Miner
__ Power-Shovel Operator
__ Tower-Crane Operator

Production Technology [06.01, 06.02]
__ Dry Cleaner
__ Precision-Lens Grinder
__ Quality-Control Inspector
__ Supervisor, Engine Assembly

Craft Arts [01.06]
__ Graphic Arts Technician
__ Jeweler
__ Taxidermist

Investigative Occupations

Physical Sciences [02.01]
__ Astronomer
__ Chemist
__ Environmental Analyst
__ Geographer
__ Geologist
__ Hydrologist
__ Mathematician
__ Metallurgist, Physical
__ Meteorologist
__ Oceanographer
__ Paleontologist
__ Physicist
__ Teacher, Physical Sciences

Life Sciences [02.02]
__ Animal Scientist
__ Anthropologist, Physical
__ Biochemist
__ Biologist
__ Botanist
__ Biomedical Engineer
__ Coroner
__ Entomologist
__ Food Technologist
__ Geneticist
__ Horticulturist
__ Microbiologist
__ Plant Breeder
__ Pharmacologist
__ Plant Pathologist
__ Soil Scientist
__ Soil Conservationist
__ Teacher, Life Sciences
__ Zoologist

Medical Sciences [02.03]
__ Anesthesiologist
__ Audiologist
__ Cardiologist
__ Chiropractor
__ Dentist
__ Dermatologist
__ General Practicing Physician
__ Gynecologist
__ Internist
__ Neurologist
__ Obstetrician
__ Opthalmologist
__ Optometrist
__ Pediatrician
__ Podiatrist
__ Psychiatist
__ Radiologist
__ Surgeon
__ Speech Pathologist
__ Urologist
__ Veterinarian

Laboratory Technology [02.04]
__ Biomedical Equipment Technician
__ Chemical Technician
__ Dental-Laboratory Technician
__ Dietetic Technician
__ Embalmer
__ Laboratory Technician
__ Metalurgic Technician
__ Orthodontic Technician
__ Pharmacist
__ Photographic Darkroom Technician
__ Physical Therapy Technician
__ Seed Analyst
__ Ultrasound Medical Technologist

Mathematics and Statistics [11.01]
__ Actuary
__ Computer Programmer
__ Financial Analyst
__ Mathematical Technician
__ Statistician
__ Systems Analyst
__ Teacher, Mathematics

Social Research [11.03]
__ Archeologist
__ Anthropologist
__ Developmental Psychologist
__ Historian
__ Industrial Psychologist
__ Political Scientist
__ Sociologist
__ Urban Planner

Artistic Occupations

Literary Arts [01.01]
__ Book Editor
__ Critic
__ Editorial Writer
__ Film Editor
__ Playwright
__ Screen Writer
__ Writer

Visual Arts [01.02]
__ Architect
__ Art Teacher
__ Cartoonist
__ Clothes Designer
__ Fashion Artist
__ Graphic Designer
__ Illustrator
__ Industrial Designer
__ Interior Designer
__ Landscape Architect
__ Painter
__ Photographer
__ Set Designer
__ Technical Illustrator
See also Craft Arts, under Realistic Occupations.

Drama and Dance [01.03, 01.05, 01.07, 01.08]
__ Actor/Actress
__ Comedian
__ Dancer
__ Dancing Instructor
__ Drama Teacher

__ Model
__ Motion Picture Director
__ Radio and Television Announcer
__ Stage Director

Music [01.04]
__ Choral Director
__ Composer
__ Music Director
__ Music Teacher
__ Musician
__ Orchestra Conductor
__ Singer

Social Occupations

Social Services [10.01]
__ Career Counselor
__ Clergy or Religious Workers
__ Clinical Psychologist
__ Counselor
__ Counseling Psychologist
__ Dean of Students
__ Parole Officer
__ School Counselor
__ School Psychologist
__ Social Worker, Psychiatric
__ Social Worker, School
__ Vocational-Rehabilitation Counselor

Nursing, Therapy & Specialized Teaching [10.02]
__ Athletic Trainer
__ Dental Hygienist
__ Licensed Practical Nurse
__ Nurse
__ Nurse Instructor
__ Occupational Therapist
__ Physical Therapist
__ Physician Assistant
__ Radiologic (X-ray) Technologist
__ Recreation Therapist
__ Respiratory Therapist
__ Teacher, Handicapped Students
__ Teacher, Kindergarten

Child and Adult Care [10.03]
__ Emergency Medical Technician
__ Hospital Orderly
__ Nurse Aide
__ Practical Nurse

Educational and Library Services [11.02]
__ Director, Museum or Zoo
__ Extension Service Specialist
__ Home Economist
__ Librarian
__ Music Librarian
__ School Media Specialist
__ Teacher, College
__ Teacher, Elementary
__ Teacher, High School
__ Teacher, Technology

Sports [12.01, 12.02]
__ Head Coach
__ Professional Athlete
__ Scout, Professional
__ Sports Instructor
__ Umpire

Enterprising Occupations

Sales [08.01, 08.02]
__ Auctioneer
__ Buyer
__ Driver, Sales Route
__ Fund Raiser
__ Pawn Broker
__ Sales Agent, Financial Services
__ Sales Agent, Insurance
__ Sales Agent, Real Estate
__ Salesperson, Automobiles
__ Salesperson, Office Machines
__ Sales Representative, Aircraft
__ Salesperson, Computers
__ Telephone Solicitor
__ Travel Agent
__ Wedding Consultant

Hospitality, Beauty, and Customer Services [09.01, 09.02, 09.04, 09.05]
__ Automobile Rental Clerk
__ Barber
__ Bartender
__ Cosmetologist
__ Flight Attendant
__ Guide, Hunting and Fishing
__ Hair Stylist
__ Manicurist
__ Masseur/Masseuse
__ Recreation Leader
__ Sales Clerk
__ Waiter/Waitress

Law [11.04]
__ Arbitrator
__ Customs Broker
__ District Attorney
__ Hearing Officer
__ Judge
__ Lawyer, Corporation
__ Lawyer, Criminal
__ Lawyer, Employment
__ Lawyer, Real Estate
__ Paralegal
__ Patent Agent

Business Administration [11.05]
__ Business Manager, College or University
__ Editor, Managing, Newspaper
__ Manager, Branch
__ Manager, City
__ Manager, Department Store
__ Manager, Industrial
__ Manager, Office
__ Manager, Personnel
__ Manager, Sales
__ President, Bank
__ Purchasing Agent

Finance [11.06]
__ Accountant
__ Appraiser
__ Auditor
__ Controller
__ Credit Analyst
__ Loan Officer
__ Market-Research Analyst
__ Sales Agent, Securities
__ Securities Trader
__ Treasurer
__ Underwriter
See also Mathematical Detail, under Conventional Occupations.

Administration of Services to the Public [11.07]
__ Administrator, Hospital
__ Curator
__ Director, Commission for the Blind
__ Director, School of Nursing
__ President, College
__ Public Health Educator
__ School Principal
__ Superintendent, Schools
__ Welfare Director

Enterprising (continued)

Communications [11.08]
__ Cryptanalyst
__ Editor, Newspaper
__ Editor, Technical and Scientific Publications
__ Radio/TV News Director
__ Reporter
__ Translator

Promotion [11.09]
__ Director, Fundraising
__ Foreign-Service Officer
__ Lobbyist
__ Manager, Advertising
__ Public-Relations Representative

Regulations Enforcement [11.10]
__ Chief Bank Examiner
__ Customs Inspector
__ Immigration Inspector
__ Industrial Hygienist
__ Inspector, Fraud
__ Safety Inspector
See also Safety and Law Enforcement, under Realistic Occupations.

Business Management [11.11]
__ Director, Food Services
__ Director, Funeral
__ Manager, Apartment House
__ Manager, Department
__ Manager, Fast Food Services
__ Manager, Health Club
__ Manager, Hotel or Motel
__ Manager, Market
__ Manager, Retail Store
__ Manager, Truck Terminal

Contracts and Claims [11.12]
__ Booking Manager
__ Claim Adjuster
__ Contract Administrator
__ Literary Agent
__ Real Estate Agent

Conventional Occupations

Administrative Detail [07.01]
__ Court Clerk
__ Credit Counselor
__ Driver's License Examiner
__ Elgibility Worker
__ Financial-Aid Counselor
__ Manager, Office
__ Medical Secretary
__ Secretary
__ Title Examiner
__ Town Clerk

Mathematical Detail [07.02]
__ Accountant Analyst
__ Bookkeeper
__ Insurance Claim Examiner
__ Insurance Clerk
__ Payroll Clerk
__ Statistical Clerk
__ Tax Clerk
See also Finance, under Enterprising Occupations.

Financial Detail [07.03]
__ Bank Teller
__ Cashier
__ Post Office Clerk
__ Ticket Agent
__ Ticket Seller

Oral Communications [07.04]
__ Communication-Center Operator (aircraft)
__ Customer Service Representative
__ Dispatcher, Maintenance
__ Hotel Clerk
__ Information Clerk
__ Receptionist
__ Reservation Agent, Airline
__ Taxicab Dispatcher
__ Telephone Operator

Records Processing [07.05, 07.06, 07.07]
__ Clerk, General
__ Clerk-Typist
__ Computer Terminal Operator
__ Fingerprint Clerk
__ File Clerk
__ Keyboard Operator
__ Mail Carrier
__ Mecical Record Technician
__ Mortgage Loan Processor
__ Proofreader
__ Reservation Clerk
__ Stenographer
__ Title Searcher

Further Career Exploration

Learn more about the jobs you checked. Look in the *Guide for Occupational Exploration* or *Complete Guide for Occupational Exploration*. The four-digit numbers (e.g., [11.10]) will help you get information about these jobs and additional ones like them. The *Occupational Outlook Handbook* is another excellent book. Look at a recent edition in your local library. You can also see it on the Internet at "http://www.bls.gov/ocohome.htm". Be sure to also visit the Career Key Web site at "http://www.ncsu.edu/careerkey".

Interviewing people in the work you are considering is another good strategy. Do volunteer work or take a part-time job in your area of interest. Talk with a career counselor.

Career exploration pays off. You will develop a clearer view of yourself and the jobs that best fit you.

Activity 1b. College Majors

The following majors have been arranged by Holland's Occupational Themes; a few have been listed in two places. Check all these that are of interest to you at this time.

R REALISTIC

Mechanical

___ Aero maintenance/Operation
___ Air conditioning/Refrigeration/Solar technology
___ Anaplastology
___ Automotive technology
___ Biomedical technology
___ Construction technology
___ Electronics technology
___ Engineering (see under I)
___ Fabrication technology
___ Food service
___ Industrial administration/Engineering
___ Laser technology
___ Machine/Tool technology
___ Manufacturing technology
___ Quality control
___ Radiologic technology science
___ Semiconductor management
___ Technological drafting/Model building
___ Transportation
___ Welding technology

Nature

___ Agriculture
___ Animal health technology
___ Nursery management
___ Park management technology
___ Wildlife management technology

Protective

___ Administration of justice
___ Fire science
___ Safety engineering

Physical performing

___ Physical education/Kinesiology

I INVESTIGATIVE

Scientific

___ Biological/Life science
___ Agricultural science
___ Animal/Avian science
___ Bacteriology
___ Biology
___ Botany
___ Conservation
___ Ecology
___ Entomology/Pest science
___ Environmental science
___ Food science
___ Forest science
___ Genetics
___ Kinesiology
___ Marine biology
___ Microbiology
___ Nutrition
___ Soil/Water/Wood
___ Toxicology
___ Zoology

Engineering

___ Aeronautical/Aerospace
___ Agricultural
___ Bio engineering
___ Civil
___ Computer science
___ Electrical/Electronic
___ Environmental
___ Material science
___ Naval architecture
___ Nuclear
___ Science
___ Systems
___ Transportation

I INVESTIGATIVE (Continued)

Medical
___ Dentistry
___ Optometry
___ Pharmacy
___ Medicine/Surgery
___ Veterinary medicine

Physical sciences
___ Chemistry
___ Geology/Earth science
___ Meteorology
___ Oceanography
___ Physics/Astronomy

Social sciences/Research
___ Anthropology
___ Consumer economics
___ Economics
___ Ethnic studies
___ Geography
___ History
___ Psychology
___ Sociology
___ Urban/Rural studies
___ Women's studies

A ARTISTIC

Applied Arts
___ Architecture
___ Commercial art
___ Film/Photography
___ Home economics
___ Fashion design
___ Interior design
___ Industrial design
___ Graphics
___ Journalism
___ Landscape design
___ Ornamental horticulture
___ Media specialty
___ Model building
___ Radio/TV
___ Technical illustrating

Fine Arts
___ Art/Art history
___ Dance
___ Drama

A ARTISTIC (Continued)

___ English
___ Foreign Language
___ Humanities
___ Literature
___ Music
___ Philosophy
___ Speech

S SOCIAL

Human Services
___ Community health worker
___ Counseling
___ Dental assistant/hygiene
___ Dietitian
___ Health science
___ Inhalation therapy
___ Nursing RN, LPN, assistant
___ Occupational therapy
___ Pediatric assistant
___ Physical therapy/also assistant
___ Primary care associate
___ Psychiatric technician
___ Psychology –clinical
___ Public health
___Social service
___ Speech pathology and audiology

Personal Services
___ Cosmetology
___ Food service
___ Travel careers

SE SOCIAL/ENTERPRISING

Leading-influence
___ Advertising
___ Business administration
___ Convalescent hospital administration
___ Education
___ Health care management
___ Insurance
___ Labor studies
___ Law
___ Library science
___ Management/Supervision
___ Manpower administration
___ Office administration
___ Public relations

SE SOCIAL/ENTERPRISING (Continued)

___ Recreation
___ Social sciences (See under I)
___ Volunteer administration

E ENTERPRISING

Persuading
___ Business administration
___ Fashion/Retail merchandising
___ International trade
___ Law
___ Marketing/Sales
___ Political science
___ Purchasing
___ Real estate
___ Speech

C CONVENTIAL

Business Detail
___ Accounting
___ Attorney assistant
___ Banking
___ Court reporting
___ Data processing
___ Insurance
___ Secretarial
___ Administrative
___ Clerical
___ Medical assistant/Records
___ Legal
___ Unit clerk
___ Word processing

My highest section at this time is: ________________
My next highest section at this time is: ________________

NEXT STEPS: Explore occupations in your highest categories. Talk to counselors in your school or community for further career information. Talk to people in similar careers.

Activity 1c. Career Choices Self Assessment-Skills & Abilities

FUNCTIONAL SKILLS

Jobs require different skills and abilities. The following three activities will help you assess your transferable, self-management and work content skills. (You may also want to consider more extensive, standardized testing of aptitude, offered at your agency/college.)

Directions: Place a check (√) next to the skills you have now. Then go back and place a check next to the skills you may not have yet, but feel you could learn with little difficulty. Total the checks made in each section and fill in the blanks for your highest sections at the end.

Realistic: physically active/tangible
__ inspecting
__ building/constructing
__ repairing/fixing
__ operating equipment/machines/vehicles/tools
__ doing craft work
__ cooking
__ housekeeping
__ having physical coordination and agility
__ having manual dexterity
__ horticulture/gardening skills
__ caring for animals
__ farming skills
__ athletic skills
__ reading blueprints

Total √'s ______

Investigative: intellectual/ideas/theory
__ information gathering
__ researching/surveying
__ studying
__ reading skills
__ writing/editing skills
__ verbal/speaking skills
__ organizing/synthesizing data
__ developing ideas
__ conceptualizing
__ using scientific methodology
__ analyzing numbers/statistics
__ solving math problems
__ understanding physical theories
__ performing complex calculations

Total √'s _______

Artistic: creative, expressive
__ innovating/general creative talent
__ musical presenting/performing
__ acting/performing
__ writing creatively
__ designing (visual, spatial)
__ visual communicating (charts, graphs, posters)
__ color coordinating
__ directing (drama, music, dance)
__ teaching (art, drama, music, dance)
__ music composing
__ sketching, drawing, painting
__ dancing
__ playing musical instrument
__ design fashions or interiors

Total √'s __________

Conventional: clerical/precision/detail
__ compositing letters
__ typing; using office machines/computer
__ telephone skills
__ making arrangements
__ giving attention to details/accuracy/precision
__ designing procedures/forms
__ office administrating/supervising
__ accounting/bookkeeping
__ classifying
__ copying/posting/duplicating
__ purchasing
__ drafting/mechanical drawing
__ computing/math skills
__ keeping accurate records

Total √'s ______

Social: communicating and people-helping skills

__ developing rapport
__ listening/perceiving
__ counseling
__ oral communicating
(expressing oneself clearly)
__ interviewing
__ teaching/instructing
__ designing events
(meetings, process, educational events)
__ directing/leading events
__ planning meetings
__ group facilitating/leading discussion
__ collaborating/ cooperating
(with colleagues/team/spouse)
__ consulting
__ nursing/caring for children or handicapped
__ hosting skills

Total √'s ______

Enterprising: organizational management

__ organizing
(people, organizations, activities, events)
__ coordinating operations/resources/details
__ planning/goal setting/making projections
__ executing/following through
(programs, plans)
__ managing/organizational leadership
__ chairing meetings
(decision-making or task groups)
__ recruiting (leaders, talent, workers)
__ negotiating
__ persuading/influencing
__ selling (commodities, services, programs)
__ having public relations skills
__ fund raising
__ financial analyzing/planning
__ giving talks or speeches

Total √'s ______

My highest section at this time ______________
My next highest section at this time ____________

Activity 1d. A Self-Evaluation of Work Values
Rating Satisfactions from Work

The following list describes a wide variety of satisfactions that people obtain from their jobs. Look at the definitions of these various satisfactions and rate the degree of importance that you would assign to each for yourself, using the scale below:

1 –if it is unimportant or undesirable
2 –if it is reasonably important
3 –if is very important to you in your career/job

___ *Physical*: Do work which makes physical demands and in which I can use my coordination and physical abilities.

___ *Uniqueness*: Feel that the work I do is unique, novel, and different from others in some way.

___ *Status*: Have a position which carries respect with my friends family and community.

___ *High Income Possibilities*: Work, which can lead to substantial earnings or profit, enabling me to purchase essential items and the luxuries of life I desire.

___ *Time Freedom*: Be free to plan and manage my own time schedule in work; be able to set my own hours.

___ *Expertise*: Be respected and sought after for my knowledge and skill in a given area.

___ *Relationships*: Develop close friendships with my co-workers and other people I meet in the course of my work activities.

___ *Decision-Making*: Have the power to decide policies, agendas, courses of action, etc.

___ *Location*: Live in a place, which is conducive to my life style and in which I can do many of the activities I enjoy.

___ *Contact With People*: Day to day contact with the public.

___ *Authority*: Have control over others' work activities and be able to partially affect their destinies.

___ *Moral/Spiritual*: Have a sense that my work is important to and in accord with a set of standards in which I believe.

___ *Fun*: Work in a situation in which I am free to be spontaneous, playful, humorous, and exuberant.

___ *Intellectual Status*: Be recognized as a person with high intellectual ability; one who is an authority in a given area of knowledge.

___ *Integration*: Be able to integrate my working life with my personal life, involving my family or close friends.

___ *Responsibility*: Be responsible for the planning and implementation of many tasks and projects as well as for the people involved.

___ *Security*: Be able to depend on keeping my job and making enough money.

___ *Be Needed*: Feel that what I do is necessary for the survival or welfare of others.

___ *Help Society*: Make a contribution for the betterment of the world in which I live.

___ *Pressure*: Have a job which involves working against time deadlines and/or where others critique the quality of my work.

___ *Orderliness of Environment*: Work in a consistently ordered environment, where everything has its place and things are not changed often.

___ *Work with Others*: Be a member of a working team. Work with others in a group toward common goals.

___ *Work Alone*: Work by myself on projects and tasks.

___ *Personal Growth and Development*: Engage in work, which offers me opportunity to grow as a person.

___ *Creativity*: Create new programs, systems; formulate new ideas; develop original structures and procedures not dependent on following another's format.

___ *Variety*: Do a number of different tasks. Have the setting and content of my work responsibilities change frequently.

___ *Learning*: Be able to continually learn new skills and acquire new knowledge and understanding.

___ *Undemanding*: Have work duties, which demand very little energy or involvement.

___ *Influence*: Be able to change and influence others' attitudes or opinions.

___ *Supervision*: Be directly responsible for work, which is done and produced by others under my supervision.

___ *Beauty*: Have a job, which involves the aesthetic appreciation of the study of things, ideas, or people.

___ *Artistic*: Be involved in creative works of art, music, literature, drama, decorating or other art forms.

___ *Risk Taking*: Have work which requires me to take risks or challenges frequently.

___ *Exercise Competence*: An opportunity to involve myself in those areas in which I feel I have talents above the average person.

___ *Work on Frontiers of Knowledge*: Be involved in hard science of human research; work in a company that is considered one of the best in the business and strive for advances.

___ *Predictability*: Have a stable and relatively unchanging work routine and job duties.

___ *Productive*: Produce tangibles, things that I can see and touch.

___ Job Tranquility: To avoid pressures and the "rat race".

___ *Competition*: Pit my abilities against those of others in situations which test my competencies and in which there are win or lose outcomes.

___ *Physical Work Environment*: Work is a place, which is pleasing to me aesthetically; is beautiful to me.

___ *Community*: Work at a job in which I can get involved in community affairs.

___ *Independence*: Be able to direct and control the course of my work, determining its nature without a great deal of direction from others.

___ *Recognition*: Be visibly and publicly appreciated and given credit for the quality of my work.

___ *Advancement*: Opportunity to work hard and move ahead in my organization.

___ *Helping Others*: Provide a service to and assist others as individuals or as groups.

___ *Affiliation*: Be recognized as being associated with a particular organization.

___ *Creative Expression:* Opportunities to express my ideas, reactions and observations about my job and how I might improve it verbally or in writing.

___ *Problem Solving*: A position that provides challenging problems to solve and avoids continual routine.

I. List your most important work values in any order:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

II. Select 5 values that you would not be willing to compromise, beginning with your most valued.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Developed by N.C.WW. Washington, D.C. 20036

FINANCIAL CONSIDERATIONS

Your finances can have a dramatic impact on your career plans and job search. This chart can assist you in analyzing your monthly expenses and the income you will need to meet those expenses. As you make plans and set goals your budget will help you determine your cash flow and help you determine what salary range is acceptable for you.

Directions: Fill in the following Budget Worksheets according to your actual monthly budget. Set financial goals and determine your "bare bones" and "dream" budgets.

Budget Worksheet
Expenses

Topic	Factors	Expenses		
		Actual	Bare Bones	Dream
Housing	Rent or Mortgage Payment 2nd Mortgage or Equity Loan Electricity Telephone Heating Water Upkeep/Repairs Cable TV			
Food	Food Eating Out			
Transportation	Auto Payments Gas and Oil Repairs, Tires, etc. Public Transportation			
Insurance	Health Auto Household Life			
Personal	Barber and Beauty Shop Toiletries Other, e.g. Children's Allowance Household Furnishings			
Medical	Doctor Dentist Pharmacy			
Clothing	New Cleaning and Laundry			
Recreation	Outings			
Education	Tuition, Books Supplies			
Other	e.g. Childcare, Outstanding Credit Payments, Alimony or Support Payments			

Topic	Factors	Expenses		
		Actual	Bare Bones	Dream
Saving				
Net Total				
Payroll Deductions Medicare Etc.	Total Income Taxes, Social Security			
Net plus Deductions				

Hourly range: from ______ to ______

Weekly range: from ______ to ______

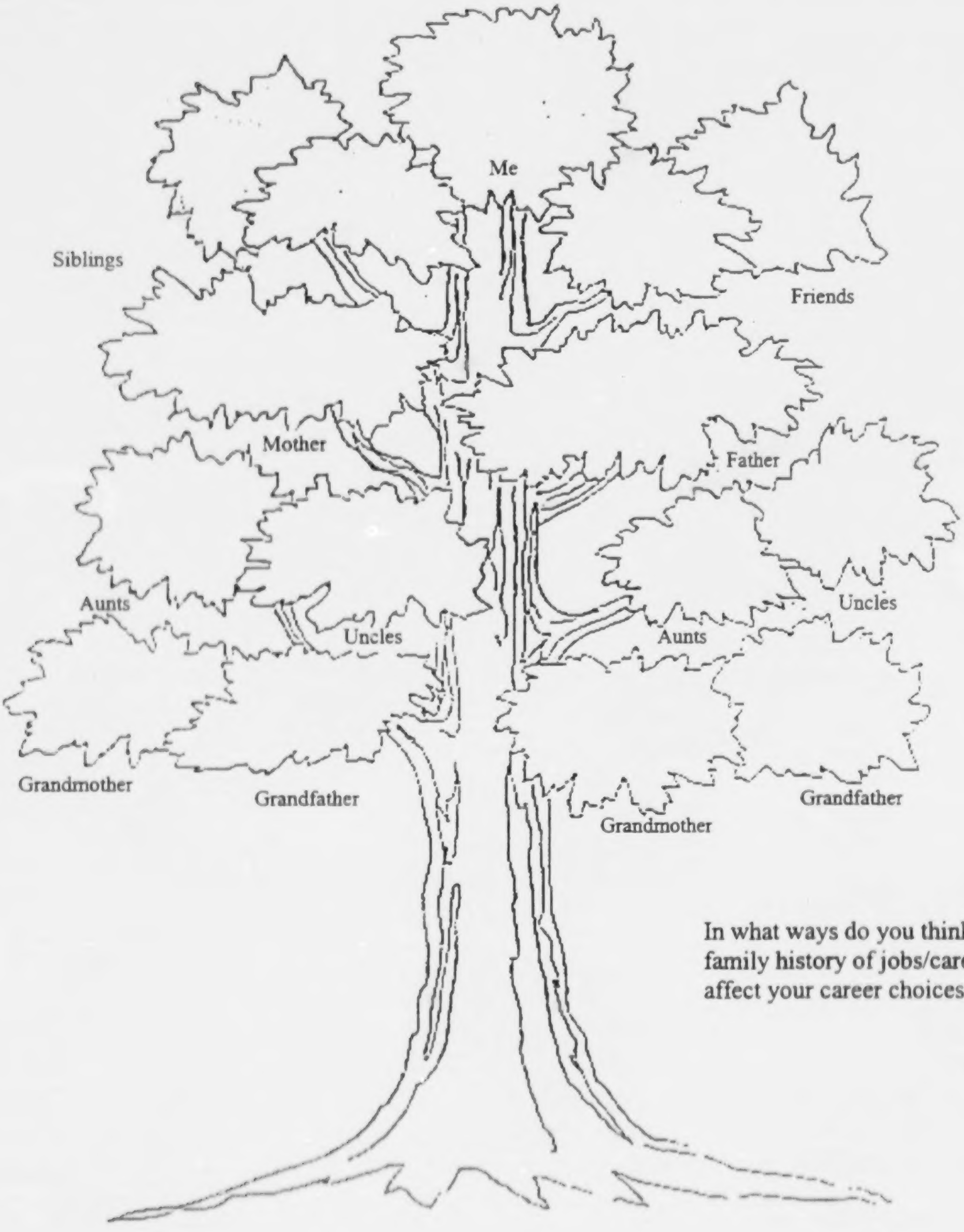
Monthly range: from ______ to ______

Yearly range: from ______ to ______

adapted from: Workforce In Transition: A Blueprint for Adult Career Development and Job Search Training, NOICC/CDTI

Activity 3. Career Choices Self-Assessment, Family Job Tree

Directions: Fill in the jobs that your family members hold or have held in the past.


Me
Siblings
Friends
Mother
Father
Aunts
Uncles
Uncles
Aunts
Grandmother
Grandfather
Grandmother
Grandfather

In what ways do you think your family history of jobs/careers might affect your career choices?

II

CAREER EXPLORATION

CAREER EXPLORATION

After assessing one's self, the second step in the career planning process is to locate information about careers. [illegible]eer information is everywhere. You need to know where resources are located and the kind of information they provide. Careers are rapidly changing and career information needs to stay current with these changes.

Local Publications and Resources

- ○ Classified ads in newspapers
- ○ Job advertisements on TV and radio stations
- ○ Advertisements on neighborhood bulletin boards
- ○ Newspaper articles to discover new and expanding companies in your area
- ○ Yellow pages in telephone directory (group companies together according to what they do or make to match your skills and interests)
- ○ Trade and professional journals
- ○ Books in the careers section of your local library
- ○ Internet

State Government Resources from:

NC State Occupational Information Coordinating Committee
700 Wade Avenue
PO Box 25903
Raleigh, NC 27611
(919) 733-6700
FAX (919) 733-8662

Career Choices in North Carolina, an annual tabloid designed to provide occupational and career information in a useful, readable format. Distribution is primarily through the public schools, SOICC agencies, and other programs. A User's Guide of activities for the tabloid is produced to support its classroom or group use.

Getting Started: North Carolina Jobs and Careers, a paperback resource for teachers, counselors and job placement professionals. It contains occupational profiles on 234 N.C. occupations, a section on labor market trends, one on job seeking skills, and a resources section. It is updated every three years.

North Carolina Careers, a micro computer based career exploration system, providing information on over 400 N.C. occupations and 171 N.C. educational training sites. The system helps individuals: explore careers by relating their personal characteristics to compatible job or career possibilities; find and compare information on specific occupations; and locate and learn about N.C. education and training programs.

Micro Occupational Information System (OIS), North Carolina's micro computerized data base and delivery system of occupational and labor market information for state and local planners, administrators and job developers. The Micro OIS provides information on current and projected worker demand by occupations; supply of school and training program completers; wages and occupational characteristics; post-secondary education institutions and training [illegible]rams; the distribution of occupations by industry; and a supplemental directory listing N.C. employers.

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N.C. Career Explorer is an on-line school wide career development service for educators, counselors and students. The goal is to provide relavent, current information to help students research and explore career options, and to provide a dynamic resource for school professionals. Career Explorer offers a wealth of resources for career and library resource centers, in the classroom, or for personal or professional development. They help you identify career opportunities, enhance vital life skills, encourage self-development, prepare and deliver instructional or training materi[illegible] and participate in a discussion. Career Explorer On-line publishes five articles five days a week. A 1997-98 statewide pilot of the program is available by subscription through the NC SOICC.

from: N.C. Employment Security Commission
Labor Market Information Division
P.O. Box 25903
Raleigh, NC 27611
(919) 733-2936
FAX (919) 733-8662

Employment Projections for State, MSA and Planning Regions (Trends to Year 2000), presents occupational outlook information with support narrative.

Occupations Which Require Licensing in North Carolina, a summary of business licensing practices in North Carolina.

Wage Rates in Selected Occupations, a statistical report of prevailing wage rates for selected production and non-production occupations in major North Carolina industries.

Internet options-Provides access to additional LMI information: www.esc.state.nc.us

for the: N.C. Department of Commerce
from: Harris Publishing
2057 Aurora Road
Twinsburg, Ohio 44087
1-800-888-5900
FAX (800) 643-5997

North Carolina Manufacturing Directory, specific information on more than 9,000 industries in North Carolina arranged by six sections: alphabetically, by county; by four digit SIC sequences and product description; by two digit SIC and purchase description; and by two digit SIC and products exported/imported. Cost - $89.00 per copy, 1997. A "Harris Selectory" is available on diskette.

Federal Government Publications

from: US Government Bookstore
First Union Plaza
999 Peachtree Street, NE, Suite 120
Atlanta , GA 30309-3964
(404) 347-1900
FAX (404) 347-1897

Dictionary of Occupational Titles (DOT), defines and classifies more than 13,000 occupations that are performed [illegible] pay or profit in the United States economy. Each occupations has an occupational title, a unique nine-digit code and a definition. Under development is an new electronic database, the O*Net, which will include additional information and intended to replace the DOT. Updates are available on the Internet: http://www/doleta.gov/programs/onet

Guide for Occupational Exploration (GOE) , provides supportive career and occupational information in 12 broad occupational interest areas, 66 workgroups, 348 subgroups.

Occupational Outlook Handbook (OOH) contains detailed career information about approximately 200 occupations clustered into 19 broad groupings. The OOH presents descriptions of the nature of an occupation; working conditions; the education, training, and other qualifications needed; job outlook; earnings; related occupations; and sources of additional information.

Occupational Outlook Quarterly (OOQ) is a journal published four times a year. The OOQ contains current information about occupations, employment outlook, training opportunities, salary trends and labor market trends.

Standard Industrial Classification Manual (SIC) codes all types of business establishments in the U.S. economy according to type of product or service. It categorizes industries into division, major groups, and sub-groups, and describes the nature of the industries.

Career Guide to Industries (CGI), provides information on the nature of the industry, outlook, employment, earnings, training and advancement in 40 diverse industries.

from: U.S. Department of Defense
N.C. Military Entrance Processing
Station (MEPS)
2625 Appliance Court
Raleigh, NC 27604
(919) 834-7535
(or)
401 W. Trade Street
Box 34129
Charlotte, NC 25202-1626
(704) 344-6415

Military Careers, a guide containing descriptions of 197 enlisted and officer military occupations, military career paths and an ASVAB qualification graph.

Activity 4. Career Research

Directions: Use the information in Career Choices and additional resources to answer the questions about a career of interest to you.

Title of Occupation ____

1. Description of occupation including main duties and responsibilities.

____

____

2. What are the education and training requirements for the occupation?

____

____

3. List other required qualifications such as licensing, certifications, etc.

____

____

4. What are the average wages or salary for this occupation?

____

5. What is the employment outlook for this occupation?

____

6. List the places where people in this occupation may work.

____

____

7. What are the opportunities for advancement?

____

____

8. List other occupations that are similar or related.

____

____

Activity 4 (Cont). Career Research

9. Is this occupation available in your area? List companies, businesses or places of employment in your area in which this occupation is located.

10. What school subjects or courses would help you prepare for this occupation?

11. Does this occupation deal mainly with people, data, things or ideas?

12. Do you think you have the aptitude (potential ability) for this occupation?

13. This occupation interests me because:

14. List three (3) resources (books, publications, magazines, computerized information, etc.) used for this research.

15. List name and title of person(s) that may have helped you locate this information.

16. List name of person(s) you know (or know of) who are in this occupation.

SCANS SKILLS DEFINITIONS

SCANS is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills now needed in the contemporary and future American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. Because they are needed in workplaces dedicated to excellence, they are the hallmark of today's expert worker. They lie behind every product and service offered in today's marketplace.

There are 27 SCANS skills divided into two categories:
Foundation Skills - skills people bring to a job; and
Functional Skills - skills specific to the functions workers perform doing their job

Definitions of the specific skills are listed below.

FOUNDATION SKILLS

I. BASIC SKILLS

1. **Reading** - locates, understands, and interprets written information in prose and documents including manuals, graphs, an schedules to perform tasks; learns from text by determining the main idea or essential message.
2. **Writing** - communicates thoughts, ideas, information and messages in writing; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts with language, style, organization and format appropriate to the subject matter, purpose and audience.
3. **Arithmetic** - performs basic computations, uses basic numerical concepts such as whole numbers and percentages in practical situations, uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
4. **Speaking** - organizes ideas and communicates oral messages appropriate to listeners and situations, participates in conversation, discussion and group presentations, speaks clearly.
5. **Listening** - listens carefully, understands and responds to listener feedback. Receives, interprets and responds to verbal messages and other cues such as body language.

II. THINKING SKILLS

6. **Creative thinking** - uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
7. **Decision-making** - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
8. **Problem-solving** - recognizes that a problem exists; identifies possible reasons for the differences and creates and implements a plan of action to resolve them. Evaluates and monitor progress and revises plan as indicated by findings.
9. **Knowing How to Learn** - can adapt and apply new knowledge and skills to both familiar and changing situations. Is able to use ways of learning such as notetaking and organizing information. Becomes aware of false assumptions that may lead to wrong conclusions.

III. PERSONAL QUALITIES

10. **Responsibility** - exerts effort and perseverance toward goal attainment; works to becomes excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task and displaying a high level of concentration.
11. **Social skills** - demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately; takes an interest in what others say and do.
12. **Self-management** - assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainmentand motivates self through goal achievement; exhibits self control and responds to feedback unemotionally and non-defensively; a "self starter".
13. **Integrity/honesty** - can be trusted; recognizes when faced with making a decision or acting in ways that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes in respect to an organization, self, or others; chooses an ethical course of action.

FUNCTIONAL SKILLS

IV. RESOURCES

14. **Manages time** - selects important, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules.
15. **Manages money** - uses or prepare budgets, including making cost and revenue forecasts; keeps detailed records to track budget performance and makes appropriate adjustments.
16. **Manages material and facility resources** - acquire, stores, and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them.
17. **Manages human resources** - assesses peoples' knowledge, skills, abilities, and potential; identifies present and future workload; makes effective matches between individual talents and workload; monitors performance and provides feedback.

V. SYSTEMS AND TECHNOLOGY

18. **Understands systems** - knows how social, organizational and technological systems work and operates effectively within them; makes suggestions to modify systems to improve products or services, and develops new or alternative systems maintenance and quality control.

19. **Uses technology** - judges which set of procedures, tools or machines will produce the desired results; understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems; prevents, identifies or solves problems in machines, computers and other technology.

VI. INFORMATIONAL SKILLS

20. **Acquires and evaluates information** - identifies need for data; obtains it from existing sources or creates it and evaluates its relevance and accuracy.
21. **Organizes and maintains information** - organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion.
22. **Interprets and communicates information** - selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multimedia methods.

VII. INTERPERSONAL SKILLS

23. **Participates as a member of a team** - works cooperatively with others and contributes to group effort with ideas, suggestions, and effort; resolves differences for the benefit of the team and takes personal responsibility for accomplishing goals.
24. **Teaches others** - helps others learn needed knowledge and skills; identifies training needs and supplies job information to help others see its use and relevance to tasks.
25. **Serves clients, customers** - works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings and identify needs; communicates in a positive manner, especially when handling complaints or conflict.
26. **Exercises leadership** - communicates thoughts, feeling and ideas to justify a position, encourage, persuade, convince or otherwise motivate an individual or groups, including responsibly challenges existing procedures and policies.
27. **Works with cultural diversity** - works well with men and women and with a variety of ethnic, social or educational background; bases impressions on individual performance not on stereotypes.

Activity 5. SCANS Skills

Directions: Use to assess students/clients on SCANS Skills as related to the occupational choices they may be considering. Remember the more SCANS Skills they can master, the more likely they are to remain employed.

	Strengths	Needs Improvement (Barriers)	Strategies (workshops, classes, referral, counseling)
EMPLOYER EXPECTATIONS (SCANS REPORT, 1991 U.S. D.O.L.)			
Basic Skills			
Reading			
Writing			
Speaking			
Listening			
Arithmetic			
Mathematics			
Thinking Skills			
Think Creatively			
Make Decisions			
Solve Problems			
Know How To Learn And Reason			
Interpersonal Skills			
Work on Teams			
Teach Others			
Lead			
Serve Customers			
Negotiate			
Work With Culturally Diverse People			
Personal Qualities Employers Want			
Responsibility			
Self-management			
Integrity			
Honesty			
Sociability			
JOB SEEKING SKILLS COMPETENCIES			
Personal Appearance			
Interviewing Skills			
Ability To Complete Application			
Resume Preparation			
Job Search Methods			
Job Retention Knowledge			

From: Department of Social Services, Work First Program, p. 69.

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CAREER INFORMATION INTERVIEWING

Once your clients/students have researched their career options they will have narrowed their focus to the few occupations that really interest them. In order for them to truly understand the characteristics of a job and the work environment it will be necessary for them to talk with people who are working in the field.

Encourage them to develop a list of people who work in the occupations they are exploring. Let them know that it is OK to call people they don't know, or to call organizations and ask for the names of people in the career they are researching. If they are hesitant to make contacts and conduct an interview, talk to them about people who have had successful experiences with interviews. Suggest a practice interview first. Having the client/student talk with someone he/she is comfortable with will lessen the anxiety and afford the opportunity to become comfortable with the process. The only condition for the information interview is that the interviewee must currently be employed.

Once you have collected enough information about your field of interest, feel knowledgeable and are still interested enough to continue your research, the next step is to talk with people who are working in the occupations you are interested in. This is accomplished through an information interview. The purpose of this type of interview is to obtain information, advice and referrals (additional people who can talk with you about your career choices).

Directions: Review the following information before making contacts with people to interview. A list of suggested questions is in the next activity.

Benefits of information interviews:

- It gives you first hand information, a realistic view of the field, and an opportunity to hear how others have developed their career paths. You will learn about factors never covered elsewhere. If the interview is carried out at the worksite (the preferred place), you can observe the work environment as well.
- It helps build contacts with people who may be helpful in the future. The person being interviewed may give you referrals to others in the field. This will enlarge your network of helpful people.
- It is a great opportunity to practice interviewing without the stress associated with the "real thing". Most people are happy to talk about their jobs, making these interviews easy to set up and conduct.

Guidelines for Information Interviews:

1. Keep in mind that you are only seeking information, not a job.

2. Do not limit your contacts to potential employers, anyone working in an occupation that interests you can give you the information you are looking for.

3. Develop names of people to interview, starting with family, friends and acquaintances.

4. Broadcast your career interest and ask for names of people they know. It will give you a whole new level of contacts.

5. Read the business sections of the newspaper and research companies.

6. Make contact or set up an appointment in one of the following ways:
Write a letter and follow-up with a telephone call
OR
Contact by phone only

7. Avoid walking in to someone's work place unannounced during a busy day.

8. When you do contact the individual, state your purpose and ask for a brief amount of time - fifteen to twenty minutes.

9. Have your list of questions ready beforehand.

10. When asking your list of questions, remember:

- Take a real interest in what they are saying - LISTEN!
- Get the full name of the person you talked to.
- Be sure to thank that person for spending time with you. (whether it was on the phone or in person).
- Send a thank you note to follow-up.
- Make a good impression, the same people you interview for career advice may be able to help you with your job search later on.

If you have to make calls to talk with someone you don't know you may start by saying something like this:

> "Hi, my name is Debbie Brown. I'm interested in a career in Medical Technology and would like to speak with one of your technologists on staff about their job. I am looking for some information to help me make my career decision and talking with someone in the field would be very helpful. Could you give me the name of someone I might be able to contact"?

Activity 6b. Career Information Interview Questions

Directions: Select an occupation and find someone in that occupation to interview. Spend at least 20 minutes talking with the individual and gathering information about his/her occupation. Suggested questions are listed below. You may add questions relating to your interests and concerns.

1. How long have you worked in this occupation?

2. What other occupations have you worked in previously?

3. Do you primarily work with people, data, things or ideas?

4. What do you like most about your job?

5. How did you get started in this line of work?

6. What personal qualities do you feel are needed to succeed in this line of work?

7. What type of training is needed for this occupation today?

8. What changes in your occupation have you seen occur?

9. What are the most frequently recurring problems on your job?

10. Do you have any other long term career goals?

11. Does this job require primarily independent activity or is there a lot of team work?

12. Who evaluates your performance? How is it done?

13. Can experience be substituted for formal education credentials?

14. What are the rewards of your position?

15. What hours do individuals in this job usually work? Is there much flexibility?

16. Are there opportunities for growth and advancement in this field?

Activity 7. Job Outlook

Directions: Discuss the following concepts concerning employment projections.

- The labor market is the interaction of people competing for jobs and employers competing for workers.
- Employers hire to either:
  1. Replace a worker, or
  2. Fill a newly created job
- Most openings occur due to the first example - replacing workers as people leave a job, return to school, retire or die.
- When looking at occupational trend data, it is important to distinguish between occupations with most openings vs. fastest growing occupations.
- Which category produces the most actual job openings? It depends on the total number of employees in that particular occupation.
- A small occupation may be growing rapidly but requires only a few new workers each year. A large occupation may be growing slowly or not at all, but may require a large number of workers annually to replace retiring employees.

JOB OUTLOOK –Career Briefs in Career Choices

Employment Projections for N.C. 1996-2006
Growth Rate

If the statement reads...	Employment is projected to ...
Above Average	**Increase over 2.1% per year**
Average	**Increase 1.0% to 2.1% per year**
Below Average	**Increase less than 1.0% per year**

North Carolina's fastest growing jobs include many "technology oriented" and service occupations. Many of these will be newly created jobs resulting from increased demand for related goods and services. Although experiencing a high RATE of growth the actual number of employees needed in these occupations may be relatively small.

OCCUPATIONS WITH THE FASTEST ANNUAL GROWTH RATE IN NORTH CAROLINA * 1996-2006

	Annual Average % Increase	Jobs 2006
Computer Engineers	13.71%	9684
Systems Analysts	11.92%	28279
Physical, Corrective Therapy Assistants	11.77%	4598
Occupational Therapists	10.10%	2313
Physical Therapists	10.09%	5403
Home Health Aides	9.79%	30570
Respiratory Therapists	9.13%	3526
Child Care Workers	8.98%	41635
Database Administrators	8.84%	2102
Speech Pathologists/Audiologists	8.55%	4453
Personal/Home Care Aides	8.46%	9479
Computer Support Specialists	8.40%	6938
Paralegals	8.28%	3925
Medical Records Technicians	7.54%	3921
Emergency Medical Technicians	7.20%	6838
Medical Assistants	7.06%	6845
Human Services Workers	7.05%	7210
Data Processing Equipment Repairers	6.64%	3287
Teachers, Special Education	6.63%	17103
Artists/Commercial Artists	6.34%	6904
Food Service & Lodging Managers	6.33%	37541
Securities/Financial, Sales	6.13%	7226
Directors, Religious Activities/Education	6.03%	2220
Physician Assistants	5.78%	2612
Residential Counselors	5.75%	6691
Interior Designers	5.60%	2698
Tax Preparers	5.53%	3999
Property & Real Estate Managers	5.49%	6749
Travel Agents	5.49%	2934
Medicine & Health Service Managers	5.41%	7646
Management Analysts	5.35%	4282
Nursing Aides & Orderlies	5.30%	63638
Adjustment Clerks	5.29%	21629
Instructors & Coaches, Sports	5.19%	8297
Surgical Technologists	5.08%	2143
Paving/Surfacing/Tamping Operators	5.04%	2923
Bakers, Bread & Pastry	5.02%	4587
Registered Nurses	4.89%	77501
Teacher Aides, Paraprofessional	4.78%	23788
Engineer, Math, Nat Science Managers	4.70%	12344
Social Workers, Medical & Psychology	4.69%	13383
Loan Officers & Counselors	4.67%	7953
Teacher Aides/Education Assistants	4.51%	12501
Amusement & Recreation Attendants	4.50%	9474
Bill & Account Collectors	4.49%	10185
Dental Hygienists	4.47%	4202

* Based on occupations with 100 or more average annual openings.

- North Carolina's occupations with the most annual openings are also predominantly service occupations. Most are in occupational fields where a large number of workers already exist. Job openings will come primarily from replacement of people leaving their jobs (through death and retirement) rather than from newly created jobs.

OCCUPATIONS WITH THE MOST ANNUAL OPENINGS IN NORTH CAROLINA * 1996-2006

Occupations	Annual Average Openings	Jobs 2006
Cashiers	7556	133090
Salespersons, Retail	5350	123726
Waiters & Waitresses	4065	65851
Combination Food Preparation/Service Workers	3662	57941
Registered Nurses	3265	77501
Food Preparation Workers	2988	45887
General Office Clerks	2811	89709
Nursing Aides & Orderlies	2765	63638
Marketing/Sales Supervisors	2678	79301
Hand Packers & Packagers	2269	54182
Child Care Workers	2213	41635
Janitors & Cleaners	2054	66765
Food Service & Lodging Managers	1946	37541
Home Health Aides	1721	30570
Maintenance Repairers, General Utility	1712	49966
Truck Drivers, Heavy Or Tractor-Trailer	1686	65025
Systems Analysts	1626	28279
Teachers, Secondary School	1548	34356
Guards	1475	34301
Secretaries, Except Legal & Medical	1432	75133
Receptionists & Information Clerks	1351	34811
Maids & Housekeeping Cleaners	1297	38735
Cooks, Fast Food	1243	26465
Carpenters	1242	38880
Bookkeeping, Accounting, & Auditing Clerks	1242	63805
Cooks, Restaurant	1217	26860
Licensed Practical Nurses	1141	25757
Truck Drivers, Light	1085	35023
Teachers, Elementary School	1034	34971
Laborers, Landscape/Groundskeeper	991	26247
Teacher Aides, Paraprofessional	982	23788
Bank Tellers	972	17730
Financial Managers	938	25971
Automotive Mechanics	895	23741
Traffic/Shipping/Receiving Clerks	861	34023
Adjustment Clerks	834	21629
Teachers, Special Education	830	17103
Teachers, Preschool/Kindergarten	810	18828
Counter Attendants, Lunchroom	808	9712
Accountants & Auditors	791	24048
Stock Clerks: Stockroom/Warehouse	778	26517
Police Patrol Officers	706	13839
Dining Room/Cafeteria Helpers	697	14108
Physicians	685	20032
Counter & Rental Clerks	684	13358

* Occupations with positive growth rate.

NON-TRADITIONAL CAREERS

Definition: Department of Labor defines non-traditional as jobs in which fewer than 25% of the people in these occupations are held by one gender. For example carpenter, electrician, brick mason, auto mechanic are **non-traditional** for women.

FACTS ABOUT NON-TRADITIONAL CAREERS FOR WOMEN

- Fastest growing and highest paying areas of future employment for women.
- Often difficult choice for women due to lack of role models, and to traditional family, social, and personal values that deter women from considering such occupations.
- Available in high school vocational education programs, community colleges, and apprenticeship programs in industry.
- Organizations such as Society for Women Engineers, Women in Construction, Professional Women Accountants, Executive Women International promote women entering non-traditional careers.

AGENCY ACCESS TO NON-TRADITIONAL PROGRAMS

Job Training Partnership Act (JTPA) - Department of Employment and Training, Frankie Pickard (919) 733-6383

Community College System- Coordinator of Sex Equity, Doris Jacobs (919) 733-7051

Department of Public Instruction- Gender Equity Program, Sarah Hawes (919) 715- 1649

Department of Labor- Training Initiatives, Vonna Viglioni (919) 715-0346

Department of Transportation- Civil Rights Office has on-the-job training funds to pay for the training of women to work on highway construction jobs. For further information contact Marvin Butler, 919-733-2300.

Activity 8. Non-Traditional Careers

Directions: Discuss the concepts and implications of non-traditional careers.

Non-Traditional Careers

FOR WOMEN

- Police Officer
- Scientist
- Architect
- Drafter
- Office Equipment Repairer
- Construction Worker
- Carpenter
- Mechanic
- Auto Body Repairer
- Greenskeeper
- Engineer
- Mathematician
- Fireman
- Electronics Technician
- Surveyor
- Small Appliance Repairer
- Plumber/Pipefitter
- Welder

Police Officer

FOR MEN

- Cosmetologist
- Elementary School Teacher
- Secretary
- Telephone Operator
- Dietitian
- Kindergarten Teacher
- Registered Nurse
- Child Care Worker
- Licensed Practical Nurse
- Flight Attendant
- Stenographer
- Librarian
- Therapist
- Dental Assistant

Secretary

Reference: Building Blocks for the Future

Activity 9. Match Your Homemaking Skills

Directions: Match your homemaking skills in left column to job possibilities in right column.

Homemaking Skills	**Job Possibilities**
Cooking	Chef, private catering
Driving	Route delivery, courier, bus or cab driver
Decorating	Interior design, party planning
Sewing	Retail fashion sales, tailoring, Seamstress
Gardening- indoor/outdoor	Landscaper, florist sales, garden/nursery shop sales
Caring for sick family members	Home health aid, adult day care, geriatric care
Typing/ computer skills	Office & clerical worker, free lance typist
Repair appliances	Electrician
Planning menus	Dietitian
Purchasing goods/services	Supply clerk, buyer
Household budgeting	Bookkeeper, accountant
Scheduling family appointments	Receptionist, dispatcher, travel agents
Writing personal letters, newsletters	Writer, editor
Teaching children	Child care worker, teacher, teacher assistant
Mediating family problems	Counselor, crisis intervention
Telephone campaigning for causes	Sales representative, research survey, telemarketing

Activity 10. Am I An Entrepreneur?

Directions: Test your entreprenurial quotient by circling the letter of the phrase that best describes you.

1. **Are you a self-starter?**
   a. I do things my own way. Nobody has to tell me to get going.
   b. If someone gets me started, I keep going all right.
   c. Easy does it, I don't put myself out until I have to.

2. **How do you feel about other people?**
   a. I like people. I can get along with just about anybody.
   b. I have plenty of friends--I don't need anyone else.
   c. Most people bug me.

3. **Can you lead others?**
   a. I can give most people to go along when I start something.
   b. I can give the orders if someone tells me what we should do.
   c. I let someone else get things moving. Then I go along if I feel like it.

4. **Can you take responsibility?**
   a. I like to take charge of things and see them through.
   b. I'll take over if I have to, but I'd rather let someone else be responsible.
   c. There's always some eager beaver around wanting to show how smart he is. I say let him.

5. **Are you a good organizer?**
   a. I like to have a plan before I start. I'm usually the one to get things lined up when the gang wants to do something.
   b. I do all right unless things get goofed up. Then I cop out.
   c. You get all set and then something comes along and blows the whole bag. So just take things as they come.

6. **Are you a good worker?**
   a. I can keep going as long as I need to. I don't mind working hard for something I want.
   b. I'll work hard for a while, but when I've had enough, that's it, man!
   c. I can't see that hard work gets you anywhere.

7. **Can you make decisions?**
   a. I can make up my mind in a hurry if I have to. It usually turns out okay, too.
   b. I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
   c. I don't like to be the one who has to decide things. I'd probably blow it.

8. **Can people trust what you say?**
   a. You bet they can. I don't say things I don't mean.
   b. I try to be on the level most of the time, but sometimes I just say what's easiest.
   c. What's the sweat if the other person doesn't know the difference?

9. **Can you stick with it?**
   a. If I make up my mind to do something, I don't let anything stop me.
   b. I usually finish what I start--if it doesn't get fouled up.
   c. If it doesn't go right to start with, I turn off. Why beat your brains out?

10. **How good is your health?**
    a. I never run down.
    b. I have enough energy for most things I do.
    c. I run out of gas sooner than most of my friends.

Now tally your answers. If you circled mostly "a" responses, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. You'd better find a partner who is strong in your weak areas. If most of your responses were "c," not even a partner will be able to shore you up.

SELF-ASSESSMENT + OCCUPATIONAL EXPLORATION: IS THERE A FIT?

Putting together the information gathered about yourself and a number of occupations is the next step. This will help you focus on an occupation and analyze it in terms of things that are important to you. It will help point out what kind of training is necessary and whether the occupation fits in with the kind of lifestyle desired. The following activity has 2 parts. (Be sure each part is completed before moving on to goal setting and decision making.)

Directions: A. Complete the following chart to further help you determine if there is a fit between who you are and what you would like to do. Refer to your self assessment summary for the Self Assessment Information column, and Career Briefs, for the Occupational Information Column.

Self-Assessment Information	**Occupational Exploration Information**	**Is There A Fit?**
Interests (e.g. Holland Code)	Occupation' Code (Holland)	
Skills: Technical Functional Self-Management	Job Duties, Tasks, Responsibilities	
Personality (Holland Code)		
Aptitude	Job Requirements	
Work Values	Working Conditions, Schedule, etc.	
Physical Capacities or Limitations	Physical requirements Workplace adaptations required	
Education and Training	Educational Requirements	
Past Experience	Experience or Background Required	
Budget/Financial Needs	Salary/Benefits	
Personal Image	Image Required	
Preferred Work Environment	Work Environment	
Lifestyle Considerations	Working Conditions, Environment, Schedule, Location, Salary, etc.	

Directions: B. After the chart has been completed discuss the results with your counselor or caseworker. Process the comparison. Ask yourself the following questions before going on to finalize the decision making and goal setting process.

1. Do you have enough information to make a decision?

2. What additional information do you need to collect? (e.g. schools that offer the appropriate training program; costs and sources of financial aid; employers who have a need for this expertise.)

3. What is the next step? (e.g. Upgrade or add new skills. Attend to self-development needs, etc.)

4. What support do you have in place? What type of support do you need to find? (Personal Realities)

MYTHS ABOUT CAREER DECISION MAKING

MYTH: *There is one right job for me.*

On the contrary, you are a multi-potentialed individual. There are numerous occupations in which your talents can be equally applied and the nature of these possibilities will expand as your work experiences accumulate.

MYTH: *You must have experience to find a job.*

Often you are hired primarily for your aptitude or your potential to learn and advance within an organization rather than for your existing work capabilities or experiences.

MYTH: *Most people start their career at 21 and proceed in a straight line toward their career goals.*

Not very likely. Maybe a few people have experienced such direction, however, the career paths of most people are filled with zigs and zags and changes in direction.

MYTH: *Career planning is an irreversible process.*

Not so. You can change career directions whenever your talents, needs and resources dictate and/or allow.

MYTH: *There is a particular set of job responsibilities for every occupation.*

On the contrary, people in positions having the same title are very often performing different tasks. The varying duties are due to the individual's interests and capabilities along with varying needs from employer to employer.

FACTS ABOUT CAREER DECISION MAKING

- Career decision making is a process.
- Do not expect to make a final decision all at once.
- Career decision making is a skill that can and should be taught to students and clients.
- The goal of career decision making is to help students/clients organize their thinking about topics important in choosing a career.
- It is important to assess one's style of decision making to help overcome obstacles that inhibit the process.

MAKING DECISIONS & GOAL SETTING

Determining what one hopes to accomplish now or in the future is goal setting. Once you have identified and evaluated possible careers or jobs and explored the alternatives, you must choose the most feasible option. It is essential to consider the long term as well as the short term when deciding on goals. Long term goals are usually big and central to one's life. The steps taken to reach long term goals are short term goals and are usually accomplished in stages.

Directions: Review the following guidelines for effective goal setting and discuss.

- Goals should be realistic and attainable.
- Goals are concrete and measurable.
- Goals are expressed in specific and realistic time frames.
- Goals allow for some flexibility.
- Goals are expressed in quantitative terms.

In addition to the guidelines above, keep in mind the following questions when weighing the positives and negatives of the goals you have set.

1. Is the goal worthwhile? Is the goal consistent with my overall plans?

2. Am I ready to make a specific public commitment to the goal now?

3. Am I willing to commit myself to specific timetable to measure my progress and commitment to this goal?

4. Have I really thought through the consequences of setting this goal? What are some of the barriers I may face? How will I handle the barriers? Am I willing to make certain sacrifices?

5.Does this goal arise out of the values that I have clarified and been willing to act on in the past?

6. Can I visualize this goal clearly and see myself at the endpoint it represents?

7. Does commitment to this goal assume high priority in my life right now? Am I willing to sacrifice other activities or downgrade other priorities in my life?

8. Am I excited and eager to begin work on this goal now?

Source: Career Transitions Manual: N. Heller, D. Haber, Britt Grant Assoc., 1995

Activity 13. The Seven Steps to Decision Making

1. IDENTIFY THE DECISION TO BE MADE - (What shall I wear today?)
2. GATHER THE INFORMATION - (What is the weather going to be like? What will I be doing. What is cleaned and pressed?)
3. IDENTIFY THE ALTERNATIVES - (Either my blue suit, gray pants or blue jeans and a t-shirt)
4. WEIGH THE EVIDENCE - (Blue suit is right for today's weather, but too dressy for my activities. I feel like wearing jeans and a t-shirt, but I have an appointment later and that would not be appropriate dress. My gray pants are a good compromise, must find a matching shirt.)
5. CHOOSE AMONG THE ALTERNATIVES - (gray pants and white shirt)
6. TAKE ACTION - (press clothes and get dressed)
7. REVIEW AND EVALUATE THE DECISION - (look in the mirror, decide it looks OK, but need to change shoes)

APPLY THE DECISION MAKING STEPS TO CAREER PLANNING

1. IDENTIFY THE DECISION TO BE MADE - (college, 2 year, 4 year; where; what major; military, and/or work)
2. GATHER INFORMATION - (facts about myself - interests, abilities, values; facts about career options - salary, work setting, amount of education/training required; where can I get further information)
3. IDENTIFY ALTERNATIVES - (what career options suit me best)
4. WEIGH THE EVIDENCE - (consider the pros and cons; what are the short and long term outcomes; recognize obstacles; what resources are available to me to meet my goals)
5. CHOOSE AMONG THE ALTERNATIVES - (from the above information generate a list of possible career/college choices)
6. TAKE ACTION - (make a plan of action - visit the work environment, visit schools, talk to college representatives
7. REVIEW AND EVALUATE THE DECISION - (Did I consider all the important factors? Are there new alternatives I need to consider?)

Activity 14. Decision Making Worksheet

Directions: Using the seven steps to decision making, fill in the spaces with responses that apply to your situation.

1. IDENTIFY A DECISION WHICH IS IN THE MAKING FOR YOU NOW: ______________

2. GATHER INFORMATION Think about your interests, abilities, values, and facts about your career options - salary, working conditions, amount of education and training. List your responses below.	3. IDENTIFY ALTERNATIVES List all the options you feel suit you at this time.	4. WEIGH THE EVIDENCE List all the pros and cons to the options listed at left. What makes these options attractive at this time?
5. CHOOSE AMONG ALTERNATIVES After careful consideration of the pros and cons, which options at this time appear to be the most possible?	6. TAKE ACTION What are you going to do about it? List what you can do to prepare yourself for the alternatives selected.	7. REVIEW AND EVALUATE Did you consider all the important factors? What is your alternate plan?

DEVELOPING AN ACTION PLAN

(for counselors, social workers, facilitators)

The goals set in the previous section are the basis for developing an action plan. Goals could be to:

- Further explore a career possibility.
- Look into a program for training or further education.
- Explore ways to attain a high school diploma or GED.
- Enter school or training program.
- Look for a job.

Regardless of the kind of goal the client or student has established, assisting them in developing an action plan (what needs to be done to reach the goal) often will make the difference between forward momentum and inactivity. After reviewing the following guidelines and sample Time Table, help the clients/students to complete their Action Plan, and fill in the Time Table.

GUIDELINES

Develop action steps to reach the goal. The action steps should be small, short term activities the client/student can achieve. They also should be placed within a time frame with dates for completion.

Build in support and accountability. Clients/students need encouragement and support as they work toward goals and complete their action steps. Supporting clients as they achieve the small steps and assisting them to find other sources of support in their lives will help them to keep up the momentum of moving toward their goals. Contracting with others (accountability) will also help. If a client/student can tell others involved in a job search or the career development process about a step that will be accomplished by a certain time, he or she will be more likely to complete that step. Progress unnoticed often turns into stagnation.

Build in rewards. Goal attainment is more likely to be successful if some sort of rewards are built in for the steps that are accomplished and for completed action plans. People lose motivation without ongoing and long term rewards. Rewards are unique and therefore should be identified by the individual. One person's reward might be another person's punishment.

Activity 15. Developing An Action Plan

CAREER PLANNING/CAREER RESEARCH ACTION PLAN

Directions (A): After setting your goals, (whether more exploration, training or job search), you will want to develop a plan for taking action. Evaluate all the items. What things have you already accomplished? Which do you need to do?

	Plan To	**Done**
Take an interest inventory	_____	_____
Take an aptitude or abilities test	_____	_____
Arrange to develop skills in:		
____________________	_____	_____
____________________	_____	_____
____________________	_____	_____
Visit a library or career center to check out or use books on careers I am interested in.	_____	_____
Make a list of people I can talk with who know about or work in the careers I am interested in.	_____	_____
Find an opportunity to shadow someone in my career area of interest.	_____	_____
Arrange information interview with people working in my career areas of interest.	_____	_____
Check on places that can train me for the occupations I have chosen.	_____	_____
Discuss my career/training plans with family/counselor/caseworker.	_____	_____
Make a list of companies or organizations I'd like to investigate.	_____	_____

Activity 15. (cont) Develop An Action Plan

Directions (B): Review the Sample Time Table. Then complete yours below.

TIME TABLE

ACTIVITIES FOR ACCOMPLISHEMNT

GOALS	1-3 MONTHS	3-6 MONTHS	6 MOS. - 1 YEAR	3 YEARS	5 YEARS	10 YEARS

SAMPLE

TIME TABLE

ACTIVITIES FOR ACCOMPLISHEMNT

GOALS	1-3 MONTHS	3-6 MONTHS	6 MOS. - 1 YEAR	3 YEARS	5 YEARS	10 YEARS
Example:						
Gather information on medical technology careers	X					
Complete 2 courses each year to obtain MT certification		X				
Complete certification				X		

from: Career Transition Manual, Nancy Heller, Deborah Haber

III

EDUCATION
&
TRAINING

ASSESSING YOUR DESIRE FOR FURTHER EDUCATION

Education is now life long. Employers are looking for updated skills and a work force that can quickly adjust to new technology, new management styles and a new way of doing business. To increase your skills you have many options-workshops sponsored by your employer, short term courses offered in your community, and colleges to receive an associates or bachlors degree.

What is your main reason for going back to school?

○ Wanting to make a career change?
○ Wanting to move into higher-salaried jobs or careers?
○ Wanting to earn a degree, certificate, license?
○ Wanting to explore an area of interest?
○ Needing retraining for future employment opportunties?
○ Needing to update skills for a new workplace?
○ Other? ______________________________

Whatever is your reason, know it and own it. Be proud of your new venture. Revisit your list of reasons often to motivate yourself through times of self-doubt. Going back to school, especially if you are working full time, part time or raising a family requires you to balance all your roles. **YOU** are the key to making this balancing act work. Develop a sense of well-being through good habits, good health, a positive self-image, and a feeling of control. Know what you have control of and realize many things are out of your control. Take care of yourself--you can not afford it any other way.

○ **Be realistic-**Perfection is neither attainable nor required for success. Strive for excellence instead.
○ **Don't expect too much of yourself-**You do not have to be the best in every or any aspect of your life.
○ **Set short term goals-**They are less overwhelming than long term goals.
○ **Don't compare yourself with others-**You and your life is unique. No one has the identical set of circumstances in their life as you do.
○ **Expect to have an adjustment period-**It's normal.
○ **Pay attention to signs that you are wearing down-**Act on them quickly. When you are feeling overwhelmed, take time out to reevaluate, regroup, and reenergize. Then get back in the game.
○ **Ask for and accept help and support-**You need not travel this road alone.
○ **Keep your sense of humor-**Laughter is therapeutic and energizing.
○ **Don't push too hard-**Burnout, illness and losing interest may be the result.
○ **Don't apologize over what you don't get done-**Praise yourself for your accomplishments-one at a time.
○ **BELIEVE IN YOURSELF-**You can do it!

Adapted from: Exploring Learning Options, NOICC and "Balancing Education, Job and Family" by Mary D. Lawernce in Job Choices, 1997.

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○ Needing retraining for future employment opportunities?
○ Needing to update skills for a new workplace?
○ Other? ______________________________

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Career Planning, Education and Training to achieve Economic Independence

Charting a career path that includes additional education and skill training while working is imperative in economic literacy programs. Managing money and dissolving bad debts should be combined with a strategic plan to increase earnings and enhance employment stability.

Asset-building strategies, such as Individual Development Accounts *, should include establishing a career path to help the individual move beyond their current wages and provide economic security. Whether the individual is a teenager just entering the labor market, a person moving off of public assistance in entry-level employment or other long-term employees earning low wages, a **PLAN** to improve income levels need to be created. Economic self-sufficiency means moving up the pay scale and receiving employee-paid benefits, which allows a person to have an open-mind about **savings** to use in the future.

One realistic way of achieving *economic independence* is to become employed in an entry-level occupation having good earning potential, e.g. laborer, helper or other beginning positions requiring some skill or technical knowledge. Companies that have a "career ladder" system of upgrading employees after first being hired at the entry-level should be explored, along with those that provide on-the-job training and educational options for further training. **Much of this training can take place on the job or in night classes.**

For women who are considered "working poor" or are striving to leave public assistance, non-traditional occupations may be a strategy to secure a higher-wage job. A somewhat different career planning path may be needed for women. Since many women do not **"automatically"** think of pursuing non-traditional careers, programs must be designed to help women identify hidden interests and aptitudes that are not obvious to them. When exploring new occupations, women benefit from **trying out a variety of new work possibilities**, e.g. *"job shadowing", Work Experience Training, informational interviews (discussions with employers about the job and work requirements) and "lab" experiences in high school or community college.* (See also Non-Traditional Careers, Users Guide, p. II-16)

Contributed by Hank Graden, NC DSS, Work First

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* Bridging the Financial Literacy Gap, Stephanie A. Jennings, 1998

EDUCATION AND TRAINING CHOICES AFTER HIGH SCHOOL

ON-THE JOB

Go to work for a company or business which will train you as you work on the job. Ask about their programs for on-going employee training.

APPRENTICESHIP

A 3-4 year training program that combines on-the-job training with related technical and education instruction for skilled occupations. Supervision by a master in the craft, trade, or relevant occupational area.

The many apprenticable occupations in North Carolina are registered with the Division of Apprenticeship, North Carolina Department of Labor. (www.dol.state.nc.us/DOL or www.doleta.gov/bat/)

PRIVATE BUSINESS OR TRADE SCHOOL

Short-term training (1 month - 1 year) for some occupations ranging from cosmetology to truck driving. Usually there are no special entrance requirements. Check on costs and length of program. The purchase of special tools may be extra.

COMMUNITY COLLEGE

Considering possible technical programs? The North Carolina Community College System offers a variety of vocational and technical programs (one semester to two years) which lead to certificates, diplomas or associate degrees.

They also offer two-year transfer programs and specialized training for industry. There are open admissions, with remedial and pre-tech courses available. Entrance requirements depend on the program. (www.bull.ncdcc.cc.nc.us)

4 YEAR COLLEGE

There are many public and private colleges and universities in North Carolina. Your local library, school counseling office or career center will have college information for you.

You can also write directly to the colleges you are considering. Entrance requirements are based primarily on high school grades and college test scores. (www.ga.unc.edu)

MILITARY

Work for Uncle Sam and get training, pay, room and board and benefits. Ask your military recruiter about the type of training available, qualifications for training, length of time commitment required, pay, and benefits. High School graduation is required.

AGENCY REFERRAL AND SUPPORT

Many of the state agencies have job preparation, search, training and retraining programs. These agencies listed in Career Choices, work with clients with special needs and qualifications for training programs. Contact the nearest office to your location of the various agencies or call the number listed.

Activity 16. Choosing a College

I. Survey the Possibilities

BEGIN your search with a survey of colleges located in the geographic area of your choice -- Home, State, West Coast, New England, etc.

Resources which may help you are:

1. The College Handbook
2. Lovejoy's College Guide
3. Barron's Profiles of American Colleges
4. Barron's Guide to Two-Year Colleges
5. Peterson's Guide to Four-Year Colleges
6. Patterson's Schools Classifieds
7. A Comparative Guide to Colleges
8. The N.C. Community College System Guide
9. Computerized Career Information System
10. Barron's Guide to the Most Prestigious Colleges

Other Resources:

College Guides and Maps
College Catalogs
Financial Aid Forms
Armed Forces Brochures
Career Descriptions
Trade School Directories
Occupational Outlook Handbooks
Encyclopedia of Careers
Summer Educational Programs
Current Job Openings
Admissions Test Applications

II. Weigh the Differences

MAKE a comparison-study of the colleges in terms of:

1. Location and setting
_____ *distance from home; city, small-town, or country setting*

2. Type and size of college
_____ *co-ed, men's, women's, university, liberal arts, technical, junior, church-related, state-supported; enrollment, facilities*

3. Comprehensive cost
_____ *tuition, room and board, extra fees, books, travel expenses, spending money, special clothing*

4. Financial Aid
_____ *honor scholarships, grants-in-aid, loans, alternative work/study programs, campus jobs*

5. Special Curricula
_____ *engineering, political science, computers, music, education, marine biology, business, etc.*

6. Admission requirements
_____ *required subjects, test scores, grade point average, class rank, residency, special talents*

7. Kind of students who attend
_____ *habits, interests, goals, ethnic and religious background*

8. Campus life
_____ *cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, surroundings*

9. Time
_____ *length of time to complete curricula. Is part-time possible?*

College	Location/ Setting	Type & Size	Cost Fin. Aid	Special Curricula	Tests/GPA Required	Subjects Required	(-) ( ) (+) Environment

III. Narrow Your Choices

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, you should answer some basic questions about yourself.

WHAT AM I ABLE TO DO?

____

____

____

WHAT DO I WANT OUT OF LIFE?

____

____

____

WHAT DO I NEED IN THE WAY OF TRAINING?

____

____

____

NARROW your choices to 10-15 colleges and write for catalogs. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

LISTEN for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual post-secondary education opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

VISIT colleges (with your parents) during the summer months or preferably in the Fall of your senior year to gather first-hand information. Call for appointments ahead of time.

EVALUATE the institution as a place where you might eat, sleep and study for the next four years. Tour the facilities and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.

SAMPLE LETTER TO COLLEGES

(your street address)
(your city, state, zip code)
(the date)

Director of Admissions
(name of college)
(address of college)

Dear Sir/Madam:

I am a junior (or senior) at ____________ High School in Raleigh, North Carolina, and will be graduating in (*month and year*).

Please send me an application, a catalog, and other descriptive material that might help me in planning my future education. (*mention your career interest if you have one)*

I would appreciate receiving information and appropriate forms for scholarships and other types of financial aid. (*use this sentence if you need help with college expenses)*

Sincerely yours,

CHECKLIST FOR MAKING PLANS

☐ Think about preliminary criteria and your priorities.

☐ Make a college list that includes "safeties", "possibilities:, and "reaches"

☐ Star colleges where interviews are required or recommended

☐ Map out your itinerary.

☐ Check that the colleges are in session.

☐ Plan how and with whom you'll go.

☐ Keep college visits and school demands in balance.

☐ Arrange for high school absence and plan to make up missed work.

☐ Pack appropriate clothes for the interview.

☐ Write names and phone numbers of the college administrators you plan to see.

☐ Bring questions and be sure you have a pen and notebook with which to write important information.

☐ Take money for meals and any other expenses.

☐ Bring transcript in case admissions counselor requests it.

(Adapted from "College Planning: Making the Right Moves", Wake County Public School System)

College Information 1999-00

County Code	College Name	Location	In-State Tuition & Fees[1]	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
	Public 4-Year Colleges						
20	Appalachian State University	Boone	1,832.00	3,570.00	1092	83	12,150
81	East Carolina University	Greenville	1,998.00	4,220.00	1016	67	18,223
98	Elizabeth City State University	Elizabeth City	1,637.00	3,898.00	823	29	1,945
56	Fayetteville State University	Fayetteville	1,542.00	3,800.00	867	40	4,345
43	North Carolina Agricultural & Tech State University	Greensboro	1,869.00	3,990.00	911	40	7,442
60	North Carolina Central University	Durham	1,887.00	3,904.00	876	29	5,441
40	North Carolina School of the Arts	Winston-Salem	2,427.00	4,462.00	1109	60	794
59	North Carolina State University	Raleigh	2,414.00	4,220.00	1179	94	26,927
10	University of North Carolina-Asheville	Asheville	1,889.00	4,070.00	1151	91	3,164
61	University of North Carolina-Chapel Hill	Chapel Hill	2,314.00	5,160.00	1245	96	24,044
25	University of North Carolina-Charlotte	Charlotte	1,916.00	4,166.00	1034	75	16,844
43	University of North Carolina-Greensboro	Greensboro	2,136.00	4,064.00	1038	74	12,998
53	University of North Carolina-Pembroke	Pembroke	1,706.00	3,358.00	932	56	2,966
70	University of North Carolina-Wilmington	Wilmington	2,054.00	4,656.00	1086	85	9,757
06	Western Carolina University	Cullowhee	1,930.00	3,380.00	994	45	6,353
40	Winston-Salem State University	Winston-Salem	1,664.00	3,503.00	837	38	2,679
	Private 4-Year Colleges						
35	Barber-Scotia College	Concord	7,866.00	3,500.00	686	13	480
75	Barton College	Wilson	10,834.00	3,892.00	917	44	1,231
24	Belmont Abbey College	Belmont	12,226.00	6,276.00	982	46	926
43	Bennett College	Greensboro	8,460.00	3,701.00	820	DNA	640
08	Brevard College	Brevard	11,480.00	4,860.00	979	DNA	700
57	Campbell University	Buies Creek	10,998.00	3,926.00	1048	71	3,266
34	Catawba College	Salisbury	12,600.00	4,840.00	994	46	1,217
80	Chowan College	Murfreesboro	11,520.00	4,600.00	920	39	726
25	Davidson College	Davidson	22,228.00	6,340.00	1322	100	1,652
60	Duke University	Durham	24,751.00	7,088.00	1500*	99	11,811
48	Elon College	Elon College	12,896.00	4,551.00	1106	75	3,961
17	Gardner-Webb University	Boiling Springs	10,780.00	4,630.00	1013	68	3,042
43	Greensboro College	Greensboro	11,700.00	4,900.00	991	46	991
43	Guilford College	Greensboro	16,061.00	5,610.00	1169	70	1,245
43	High Point University	High Point	11,760.00	5,520.00	1008	60	2,831
25	Johnson C. Smith University	Charlotte	9,974.00	3,875.00	974*	DNA	1,546
19	Lees-McRae College	Banner Elk	10,710.00	3,900.00	DNP	41	643
22	Lenoir-Rhyne College	Hickory	12,796.00	4,750.00	1040	DNA	1,482
34	Livingston College	Salisbury	8,820.00	3,700.00	756	15	1,095
09	Mars Hill College	Mars Hill	11,600.00	4,400.00	997	54	1,224
59	Meredith College	Raleigh	9,290.00	4,100.00	1043	80	2,643
56	Methodist College	Fayetteville	12,640.00	4,830.00	955	49	1,973
10	Montreat College	Montreat	10,862.00	4,412.00	1009	63	1,205
73	Mount Olive College	Mount Olive	8,925.00	3,885.00	933	57	1,135
76	North Carolina Wesleyan College	Rocky Mount	8,656.00	5,272.00	887	DNA	924
00	Peace Collge	Raleigh	8,885.00	4,940.00	936	48	583
38	Pfeiffer University	Misenheimer	10,844.00	4,367.00	970	46	1,612
25	Queens College	Charlotte	10,140.00	5,680.00	1120*	65	1,563
52	Saint Andrews College	Lauringburg	13,735.00	5,300.00	974	DNA	527
59	Saint Augustine's College	Raleigh	7,182.00	4,508.00	779	24	1,492
40	Salem College	Winston-Salem	13,465.00	7,920.00	1079	81	1,023
59	Shaw University	Raleigh	6,854.00	4,342.00	DNP	20	2,670
40	Wake Forest University	Winston-Salem	21,420.00	6,660.00	1294	96	6,082
10	Warren Wilson College	Swannanoa	13,600.00	4,444.00	1148	DNA	831
36	Wingate University	Wingate	12,650.00	4,680.00	975	56	1,214

BEST COPY AVAILABLE

County Code	College Name	Location	In-State Tuition & Fees[1]	Total Student Enrollment
	Community Colleges			
48	Alamance Community College	Haw River	390.00	3,356
10	Asheville-Buncombe Tech. Comm. College	Asheville	386.00	4,564
89	Beaufort County Community College	Washington	384.00	1,435
55	Bladen Community College	Dublin	394.00	982
11	Blue Ridge Community College	Flat Rock	390.00	1,702
69	Brunswick Community College	Supply	405.00	883
21	Caldwell Community College & Tech. Institute	Hudson	391.00	2,986
70	Cape Fear Community College	Wilmington	394.00	5,289
91	Carteret Community College	Morehead City	388.00	1,482
22	Catawba Valley Community College	Hickory	387.00	3,514
58	Central Carolina Community College	Sanford	393.00	3,632
25	Central Piedmont Community College	Charlotte	394.00	16,478
17	Cleveland Community College	Shelby	394.00	2,269
71	Coastal Carolina Community College	Jacksonville	382.00	3,788
98	College of the Albemarle	Elizabeth City	389.00	2,287
82	Craven Community College	New Bern	389.00	2,393
39	Davidson County Community College	Lexington	390.00	2,358
60	Durham Technical Community College	Durham	387.00	5,137
74	Edgecombe Community College	Tarboro	385.00	1,759
56	Fayetteville Technical Community College	Fayetteville	384.00	8,370
40	Forsyth Technical Community College	Winston-Salem	389.00	5,732
24	Gaston College	Dallas	387.00	3,876
43	Guilford Technical Community College	Jamestown	396.00	6,796
77	Halifax Community College	Weldon	386.00	1,511
07	Haywood Community College	Clyde	385.00	1,601
15	Isothermal Community College	Spindale	389.00	2,010
72	James Sprunt Community College	Kenansville	389.00	1,143
66	Johnston Community College	Smithfield	394.00	2,849
84	Lenoir Community College	Kinston	394.00	2,184
88	Martin Community College	Williamston	394.00	709
14	Mayland Community College	Spruce Pine	390.00	852
13	McDowell Technical Community College	Marion	384.00	1,064
26	Mitchell Community College	Statesville	387.00	1,704
45	Montgomery Community College	Troy	387.00	640
76	Nash Community College	Rocky Mount	389.00	1,970
90	Pamlico Community College	Grantsboro	387.00	304
62	Piedmont Community College	Roxboro	391.00	1,772
81	Pitt Community College	Greenville	395.00	5,159
44	Randolph Community College	Asheboro	389.00	1,899
46	Richmond Community College	Hamlett	389.00	1,319
80	Roanoke-Chowan Community College	Ahoskie	393.00	925
53	Robeson Community College	Lumberton	389.00	1,800
42	Rockingham Community College	Wentworth	393.00	1,938
34	Rowan-Cabarrus Community College	Salisbury	391.00	4,153
67	Sampson Community College	Clinton	390.00	1,363
50	Sandhills Community College	Pinehurst	389.00	2,832
	South Piedmont	Polkton	385.00	1,719
54	Southeastern Community College	Whiteville	389.00	1,844
06	Southwestern Community College	Sylva	389.00	1,602
38	Stanly Community College	Albemarle	394.00	1,346
31	Surry Community College	Dobson	389.00	2,887
01	Tri-County Community College	Murphy	385.00	1,208
64	Vance-Granville Community College	Henderson	394.00	3,263
59	Wake Technical Community College	Raleigh	379.00	9,073
73	Wayne Community College	Goldsboro	391.00	2,863
18	Western Piedmont Community College	Morganton	384.00	2,324
28	Wilkes Community College	Wilkesboro	394.00	1,978
75	Wilson Technical Community College	Wilson	385.00	1,562

County Code	College Name	Location	In-State Tuition & Fees[1]	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
Private 2-Year Colleges							
35	Cabarrus College	Concord	5,000.00	NA	936	53	266
65	Louisburg College	Louisburg	8,790.00	4,925	834	15	507
Bible Colleges and Theological Seminaries							
57	Heritage Bible College	Dunn	3,280.00	1,320	DNP	DNA	86
43	John Wesley College	High Point	5,556.00	1,750	DNP	DNA	154
40	Piedmont College	Winston-Salem	5,570.00	3,400	DNP	64	295
98	Roanoke Bible College	Elizabeth City	5,610.00	3,460	1005	59	160
59	Southeasten Baptist Theological Seminary	Wake Forest	1,920.00	1,160	DNP	NA	1,722
40	Winston-Salem Bible College	Winston-Salem	1,315.00	675	DNP	DNA	39

[1] Community College tuition and required fees are per semester. Private and Public 4-Year instititutions are per academic year (4 quarters). All room and board costs include double occupancy with 19-21 meals per week except for Cabarrus College, Southeastern Seminary, Heritage Bible, John Wesley and Winston Salem Bible Colleges which exclude board. The following schools board include 14-15 meals per week: UNC-G, UNC-C, and NCSU.

* = Top Quartile score(25%), average score data not provided. NA = not applicable; DNA=Data not available, DNP=Data not provided

Source: Taken from Statistical Abstract of Higher Education in North Carolina, 1999-00 published by the Planning Division of Administration of the University of North Carolina, Chapel Hill, NC.

Facts Sheet for Financial Aid
Post-Secondary Education

FEDERAL

Program	Eligibility	Provides
Army and Air Force Reserve Officers' Training Corps Scholarship (ROTC) (AFROTC) Marine, Coast Guard *(Grant)*	High school graduates and college students enrolled in institutions with officer training programs Competitive based	Four years or less scholarships Provides tuition & fee costs and a book & subsistence allowance
Robert C. Byrd Honors Scholarship (formerly Federal Merit Scholarship) *(Scholarship)*	NC high school graduates accepted for college/university enrollment Competitive and merit based May attend any accredited U.S. institution	Four year award, renewable $1,500/year Equal number from each congressional district
Federal College Work-Study (FWS)	US citizen, enrolled part-time or more, at an approved post-secondary institution (undergraduate or graduate) Need based	Provides on and off campus jobs Minimum wages/8-15 hours/week
Federal Pell Grants (formerly Basic Education Opportunity Grants) (Grant)	Enrolled at least part-time at an approved post-secondary institution (undergraduate only) Need based	Annual award $3,300/year maximum in 1999-2000-2001
Federal Perkins Loan (Loan)	US citizen, enrolled in undergraduate & graduate institutions Need based	A low interest loan $20,000 total undergraduate study or $40,000 for undergraduate and graduate study combined
Federal Supplemental Education Opportunity Grant (FSEOG) (Grant)	US citizen, enrolled in undergraduate institution Need based (exceptional)	Annual award Range $100-$4,000/year
Ford Federal Direct Student Loan (FDSL)	US citizen, NC resident enrolled in eligible in/out-of-state participating institution	Annual award Low interest loan Variable rate not to exceed 8.25 percent
NC Federal Family Education Loan Program (FFELP): Federal Stafford Loans (subsidized & unsubsidized); Federal Plus (Loan)	US citizen, enrolled in eligible out-of-state or NC institution	Annual loan -variable interest rate Up to $2,625/first year undergraduate. Up to $3,500 second year, $5,500 remaining years

STATE

Program	Eligibility	Provides
Incentive Scholarship Grant Program for Native Americans (ISGPNA) (Grant)	NC resident enrolled in a UNC institution Member of a recognized Indian tribe Need based Renewable	Maximum annual award: full-time undergraduate -$700 full time graduate -$5,000 Proportional amounts for part-time
Freshman Scholars Program (Scholarship)	NC resident, HS senior enrolled at 1 of 5 UNC campuses Competitive based	Tuition, fees & books Non-renewable
Incentive Scholarship Program (Scholarship)	NC resident, undergraduate enrolled at 1 of 6 UNC campuses Geographic & public service requirement Competitive based	Annual award up to $3,000 Renewable
Minority Presence Grant General Program I (Grant)	NC resident enrolled at a UNC institution where their race is in the minority (black & white students) Need based	Annual award amount varies with recipient need
Minority Presence Grant General Program II (Grant)	NC resident enrolled at UNC institution who are Native American or other minority Need based	Annual award amount varies with recipient need
NC Community College Scholarship Program (Scholarship)	NC resident enrolled at a NC community college Need based	Annual award
NC Legislation Tuition Grant (NCLTG) (Grant)	NC resident enrolled full time at private NC institution Not need based	Annual award· Maximum $900/semester or $1,800/year 2000-2001
NC Student Loan for Health, Science, and Mathematics (HSM) (Loan)	NC resident enrolled full time in institution offering accredited eligible programs Competitive and need based	Annual loan, renewable Maximum Range $3,000-$8,500/year/degree level Repay in service or cash
NC Teachering Fellows Scholarship (Scholarship/Loan)	NC resident enrolled at eligible NC institution Competitive based/recommendation	Annual loan, renewable for 3 additional years Up to $6,500/year 400 awarded annually

Nurse Education Scholarship Loan (NESLP) (Scholarship/Loan)	NC resident enrolled at eligible NC institution offering LPN or RN program Competitive and need based	Annual scholarship loan Range $400-$5,000 bachelor's level Range $400-$3,000 at LPN and ADN level Repay in service or cash
Nurse Scholars Program (NSP) (Scholarship/Loan)	NC resident enrolled in NC institution offering eligible nursing programs (undergraduate and master's) Competitive and merit based	$3,000 diploma/associate level $3,000-$5,000 bachelor's level $6,000 for full-time master's study 450 annual awards repay in service or cash
Prospective Teachers Scholarship Loans (PTSL) (Scholarship/Loan)	NC high school graduate enrolled in approved education program at post - secondary institution Competitive	Annual award, renewable for 3 additional years Up to $2,500 annually Repay in service or cash
Rehabilitation Assistance for Visually Handicapped (Scholarship)	NC resident, enrolled full time at NC postsecondary institution Legally blind with employment handicap and expectation for a job Need based	Covers tuition, fees, books, supplies, and reader services
State Contractual Scholarship (SCSF) (Scholarship)	NC resident enrolled at least part-time at eligible NC private college or university	Monies given to private schools to be divided among full & part-time needy students Average award -$1100
NC Student Incentive Grant (NCSIG) (Grant)	NC resident enrolled full time at NC institution (as undergraduate) Substantial need based/ Pell Grant eligible	Annual award Average award $800
Vocational Rehabilitation Program (Grant)	NC resident, post-secondary applicants Mental or physical disability creating an employment handicap and expectation for gainful employment Need based	Varies based upon need and program type Individually designed program

College Vision Fund

In 1996, the North Carolina General Assembly authorized the North Carolina State Education Assistance Authority to create and operate a parental savings trust fund. The College Vision, which was implemented in June 1998, allows parents and grandparents to spread out over a period of years their payments for future college expenses of their children or grandchildren. Parents and Grandparents must open the account for the beneficiary before the child is a junior in high school. This savings trust fund is not a prepaid tuition plan, but rather a savings account with a loan option if educational costs exceed the accumulated savings plus interest earned. Families may use the fund to pay for an education at any accredited public or private post-secondary institution inside North Carolina or outside of the state. Earnings on the savings accumulate free of taxes – when withdrawn, earnings are taxed for federal purposes at the beneficiary's rate, not the parents' rate. Earnings will never be taxed by the State of North Carolina. For more information about this program, contact College Foundation, Inc. at 1(800) 600-3453 or visit their web site (www.collegevisionfund.org).

Source: NC State Education Assistance Authority. Look for publication, "Student Financial Aid for North Carolina, on web site at (*www.ncseaa.edu).*

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IV

JOB SEARCH

An Effective Job Search Campaign

A job search campaign includes the following:

- assessing- your career goals, skills and abilities;
- networking- to find information and the hidden job market;
- researching- employers who are seeking potential employees;
- writing- resumes, cover letters, follow-up and thank you correspondence;
- interviewing- informational interviewing, behavioral interviewing, job related interviews;
- negotiating- the entire package of compensation which includes salary, benefits, annual leave;
- accepting/declining the offer

Job Search methods include the following:

- networking- finding a position through someone you know;
- job postings within organizations or agencies;
- employment agencies, public or private;
- classified ads in newspapers or magazines;
- postings on company web sites;
- postings on career related Internet sites;
- direct contact with companies by application

Using a combination of job search strategies is essential for a successful job search campaign. Develop a strategy the works best for the occupations you are seeking. To find what the best methods are for you, you should consult with people in the field of interest to you or with a career counselor in your school or community. How did other graduates or clients in the same or similar field find their job? Was is through networking, a head hunter, advertised in the newspaper or on a web site, job postings with a government agency or at a job fair hosted in your area or at your school or college? It was probably more than one of the methods listed. One size does NOT fit all so develop a job search campaign that targets your specific career goals.

The Department of Labor reported people presently employed used the following strategies to find their current employment:

48% through friends or relatives (i.e. networking);
24% through direct contact with employers;*
13% used a combination of the networking and
6% school placement offices or career centers;
5% through the classified ads in publications
4% private employment agencies

*direct contact with employers here means- applying directly with the company's personnel office when information has been received that this particular company is hiring. It does not reflect sending resumes to companies unsolicited or without previous contact with them.

JOB MARKET RESEARCH

After you have determined what you want to do you must find out where you want to work and what organizations or companies hire in your chosen field. Assessing the job market to find out where job opportunities exist is an integral part of the job search process. Below are a list of commonly asked questions about the job market and a list of resources where the answers can be found.:

- What companies are hiring?
- What is the average salary for someone with similar skills and background in the field?
- What are the growth industries in the geographic area of choice?
- Which industries most need people with the client's/student's skills and experience
- What are the major companies and the fastest growing companies in the area?

Resources:

Networking - Tell every one you know you're looking for a job. Ask about openings where your friends and relatives work. (see section on networking)

Classified Ads - Reviewing the classifieds, you can determine which companies are hiring salary ranges, and the types of jobs that are in highest demand

Local Newspaper - Read the business section on a regular basis for articles describing expansions, new product announcements, and companies relocating into the area.

Chamber of Commerce - The local Chamber publishes lists of the area's major companies, their addresses, telephone numbers, number of employees and products or services.

Employment/Temporary Agencies. Working as a "temp" will get you into different companies to see what they are like. Often people are offered permanent positions after a brief (or even lengthy) temporary assignment. In addition to for profit employment agencies, the **Employment Security Commission** has a job service with on-line listings of job openings.

Job Hotlines and Electronic Bulletin Boards. Many companies and government agencies have job hotlines. The number of on-line listings are increasing daily,(see the section on ***Job Hunting on the Internet***, for more detailed information).

Professional and Trade Associations - The yellow pages and professional directories lists names and numbers of professional associations. Many hold regular meetings, list employment openings, and serve as excellent networking sources.

Business Publications and Directories - These resources can tell you a great deal about companies, industries, and the job market. You can find many of these resources in your local library, generally in the reference or business section. The reference or business reference librarian can provide you with assistance.

Local Phone Book - Check for listings of companies in your field, or any related organizations offering a product or service to those companies.

Private Employers - Contact employers directly to market your job talents. Talk to the person who would supervise you even if there are not jobs currently open *(see section on networking)*.

Federal, State and Local Government - Look for personnel office lists of job opportunities. Check the government listings in your phone book.

Apprenticeship Programs - Ask for information on job opportunities. Contact the state apprenticeship division directly.

Government Sponsored Training Programs - Gain direct placement or short-term training and placement if you qualify. Check the yellow pages under Job Training Programs or Government Services.

Community Colleges and Trade Schools - Placement counselors have information about the demand for certain occupations and local job postings.

Visit Your Local Public Libraries - Check for directories of company listings and job announcements

Take a Drive - Whether you are relocating or remaining in the same geographic area, simply taking a short drive through nearby industrial parks, shopping centers and office complexes may yield useful information. Take note of company names and contact suitable companies at a later date.

Frequently Asked Questions to Research the Job Market

Questions	Sources to Use to Find Answers
What companies are nearby?	State Industrial Directories; Regional Economic Development Agencies, Chamber of Commerce
What are high growth industries in your area?	Local newspapers; Chamber of Commerce
What are the salary levels for particular jobs or industries?	Newspaper classified ads; *American Almanac of Jobs and Salaries*
What industries use specific types of workers?	*Encyclopedia of Associations; Directory of US Labor Organizations*
How do I find out how a company is doing and its future plans?	Company's annual report; Business pages of local newspapers; Business periodicals and journals; *Wall Street Journal*
How can I find the names of suitable employment agencies?	Ask for referrals; ask other job seekers; ask human resource professionals in area for agencies they use.
How do I find out about state government opportunities?	Ask your local Job Service Office of ESC; Look up state government Internet site: http://www.osp.state.nc.us/jobs;
How do I find out about federal government employment opportunities?	Contact the US Office of Personnel Management closest to you or by Internet site: http://www.usajobs.opm.gov/
How do I find out if a particular company is a good employer?	*The One Hundred Best Companies to Work for in America*, by Robert Levering
If I am considering retraining for a new career, who do I contact for information on training programs, college courses and financial assistance?	Contact a community college, public or private college or university in your area; Contact the Financial Aid office for financial assistance information. Contact the National Association of Trade and Technical Schools.
What careers need a license and how do I get it?	*Encyclopedia of Associations; Directory of Occupational Licensing in the US*

Networking

Networking is asking for time, information, advice and referrals- not employment. It is the most effective job search method but it will require time, effort and organizational skills to obtain the maximum benefit.

Networking objectives:

- let people know you are seeking employment;
- discover the hidden job market- those jobs that are not advertised;
- increase your knowledge of the industry, companies and/or occupation;
- increase you knowledge about a new or related career field

Networking strategy:

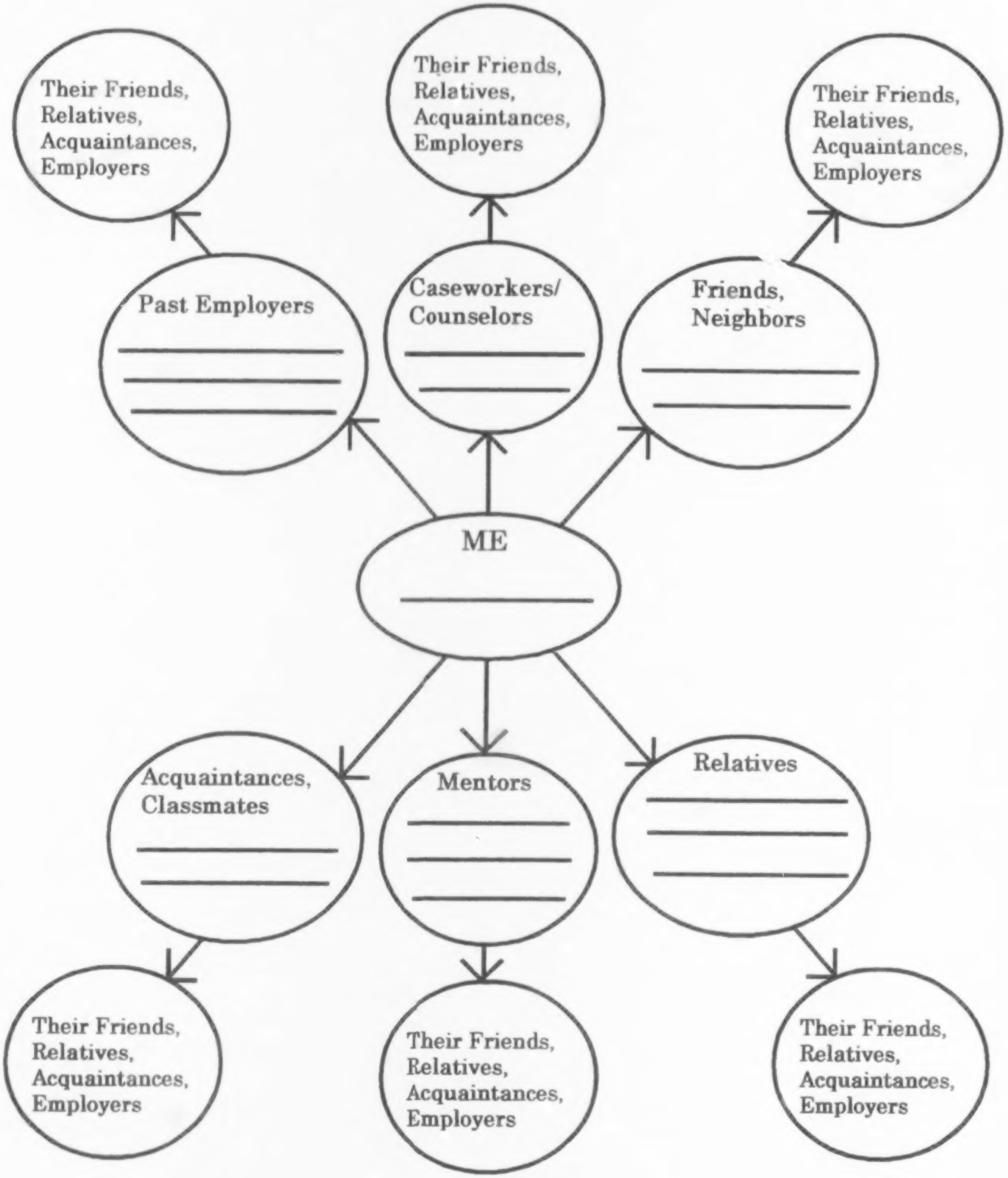
1. **Identify your network.** Use the networking map on the following page to list as many people you can. Don't forget neighbors, former employers, co-workers, classmates, former teachers, or church members.
2. **Select the most promising contacts.** These are people who know others in a field of interest to you.
3. **Prepare your script.** State the goal of your call immediately to defuse the contact that you are asking him or her for employment. Remember you are requesting time, information, advice and/or referrals (see a sample script in this section to help you prepare.) A face- to- face interview is always the best. If this is not possible a telephone or email interview is also effective. When doing email networking, be sure to ask only a few questions at a time. You may also request an appointment via email. In person, by phone or by email ask your contacts for:
    - information about companies that employ people with your skills;
    - leads to any openings they know about in the industry;
    - other people to contact.
4. **Follow-up.** Keep accurate records of all your contacts and referrals. Always end a thank you note acknowledging them for their time and information. Keep in touch with them periodically to inform them of your progress.
5. **Expand your network.** Continue to generate a list of people you can contact. Use meetings, conferences, and social gatherings to add people to our network. Remember you can contact people you do not know or have a referral by collecting names from the newspaper, professional journals, company web pages and brochures. Let them know how you found their name and continue the informational interview.

Benefits obtained from your networking contacts:

- they can introduce you to others in their network;
- they can refer you to others for further information;
- they can make suggestions of other places that may be of interest to you;
- they can give you feedback on your job search strategy, resume and correspondence;
- they can contact you when they hear of openings that fit your career goals;
- they can help you stay motivated by their encouragement and support.

Activity 17. Networking Map

Directions: Fill in the circles with names of friends, acquaintances and past employers in appropriate places. Start in the center with "ME".


Their Friends, Relatives, Acquaintances, Employers
Their Friends, Relatives, Acquaintances, Employers
Their Friends, Relatives, Acquaintances, Employers
Past Employers
Caseworkers/ Counselors
Friends, Neighbors
ME
Acquaintances, Classmates
Mentors
Relatives
Their Friends, Relatives, Acquaintances, Employers
Their Friends, Relatives, Acquaintances, Employers
Their Friends, Relatives, Acquaintances, Employers

Activity 18. Telephone Script for Networking Contact.

Directions: Prepare a script for a networking call using the steps below.

Preparing for the networking call, using the steps below.

It is very important to be prepared for each contact that you make. Prepare a script that explains the purpose of your call and identifies your referral source. Practice it a few times prior to your actual phone call. This will ease your anxiety and increase your comfort level in talking to a variety of people. Some suggestions follow.

STEP 1. Make the phone call. Stand up and smile- your voice will carry stronger. Let the person know immediately who referred you to him/her. Use all positive words, such as "I hope this is a good time", **Not** "is this a bad time, are you too busy".

STEP 2. Present a 2 minute commercial about yourself. It should contain the following highlights:

- Your name- who you are
- Your career goal- occupational area you are interested in pursuing
- Your current situation- seeking employment, recent graduate in (state the program or certification)
- Your strengths, qualifications, special skills- I am very good with details, customer service, etc.

Example: Mr. Turner my name is ________________, Jim Johnson with Federal Bank & Trust suggested that I call you. I hope I am reaching you at a **good** time. I have recently finished training and updating my skill through the community college programs in data entry, accounting software, and various other computer programs. I am looking for a full time job and could use some **ADVICE** in my job search.

STEP 3. Ask for an appointment. More will be gained if you can get a face to face networking interview.

Example: May I have about 20 minutes of your time later this week at your convenience? I would really appreciate it.

STEP 4. At the interview be sure you have prepared questions for the person. Be able to state your skills and abilities and ask for names of people (get at least 2-3 names) or companies that could use a person like you. Ask if he/she knows of any new industry, or an existing industry that is expanding and needing additional workers. Show the person your resume and ask his/her advice on the resume.

STEP 5. Thank the person at the end of the interview and also send a written thank-you note. Keep the person informed about any new possibilities and prospects in your job search.

Contacting a person without a referral from someone else may go something like this:

Hello, Mr. Rudolph, my name is Ed Smith. I noticed your promotion to regional manager for technical services mentioned in last weeks paper, congratulations. I thought you would be an excellent person to give me some advice. I just recently graduated with an Associates Degree in Electronics Engineering and I'm in the process of doing some research regarding the type of work I'd like to do. Would it be possible to have 15 minutes of your time so that I could ask you a few questions?……

These interviews are similar to those discussed in the section on Career Information Interviews. *They can be arranged at your contact's place of work, during lunch, morning coffee or after work. If your contact seems hesitant to meet face to face, ask if they could spend a few minutes of time talking with you on the phone.*

PEOPLE SKILLS NECESSARY FOR NETWORKING

Assertiveness - Take responsibility for getting what you want and not apologizing for asking for help. Remember, networking is a two way street of people sharing what they have to meet mutual goals.
Excellent Listening Skills - Most of your networking will require listening for information and answers. Good listeners have good connections.
Asking Good Questions - Good questions indicate good listening skills. They give people a clear understanding of what you want from them and demonstrate good thinking skills.
Presenting Yourself Attractively - Communicate confidence and self-assurance.

Questions for Information Interviews and Networking Appointments

Always go to an information interview with prepared questions. This will demonstrate your organization skills and proper business etiquette. Below is a list of generic questions that you may decide to ask. Also add questions you have that pertain to your particular situation or research needs.

Personal Background	Tell me how you got started in this field? How long have you held this kind of job? How long have you worked for this organization?
Nature of Work	What are your major responsibilities? What are the rewards of your position? What are the most frequently recurring problems or challenges?
Working Conditions	What hours do individuals in this job usually work? Does this job allow for flexible work hours/work days? Does this job require primarily independent activities or team -work? Who evaluates your performance? How is it done?
Preparation Required	What kind of academic background is required? Can experience be substituted for formal education credentials? What skills are utilized the most? Are there any specific courses or training that are particularly valuable. What kind of on-the-job training is provided?
Salary and Benefits	What is a typical entry level salary in this field? What potential earning can someone in this field of work anticipate? What are benefits are derived from this occupation?
Entry into the Field	What is the current job market outlook for this job? Do you anticipate any change for the better or worse during the next few years? How does one get his/her first job? How are these jobs advertised and candidates selected? Would previous experience as an intern or volunteer make a candidate more marketable? What kinds of skills should a job seeker highlight in resumes, cover letters and interviews? What kinds of organizations have positions like yours to fill?
Opportunity for Advancement	What is a typical career path for individuals in your position? To what position in your organization could you realistically aspire? Are there lateral moves that can be made within your organization?

Remember to: ask for additional names of people to contact in this field or related fields and be sure to write and send a thank you note soon after your meeting.

ANSWERING HELP WANTED ADS

In responding to ads, consider the following:

Consistently check the Sunday classified section. But remember there are a number of other sources:

- **daily newspapers**
- **school/university job listings**
- **government publications**
- **professional or trade publications**
- **community bulletin boards**
- **business papers in your area**

Choose the right ad. Even if you are missing one qualification in an ad that interests you, apply anyway. You may possess the most critical qualification. But be close, it is a waste of time and money to apply for jobs you are not qualified for.

Follow-up. Whenever possible, follow-up with a phone call within a week. This follow-up reminds the hiring authority who you are and strengthens your interest.

THE DIRECT APPROACH

This method is not to be confused with mass mailings. Instead you will be contacting companies that you have targeted as having a need for your qualifications.

1. Make a list of targeted companies. You will generate this list based on your job market research, companies you know about, and/or companies you have learned about through your network. Your targeted list should have 10-15 company names at all times.
2. Send a cover letter to the company. Address the letter to the department where your job target is located. Try to obtain the name of the person who makes hiring decisions.

In this strategy, you may be told there are no current openings. All is not lost, an opening may develop in the future. Keep in touch periodically. You should also ask if they know of any other companies that might be in need of your qualifications.

Activity 19. Reading the Classified (Want) Ads in a Newspaper

Directions: Match the following abbreviations with the correct word it represents.

ABBREVIATION	WORD
1. appt.	___ a. words per minute
2. w/	___ b. temporary
3. p/t or PT	___ c. required
4. avail	___ d. preferred
5. nego	___ e. part-time
6. temp	___ f. negotiable
7. med	___ g. manufacturing
8. ben or bene	___ h. high school graduate
9. wpm	___ i. experience
10. hs grad	___ j. Equal Opportunity Employer
11. ass't	___ k. benefits
12. sal	___ l. assistant
13. req	___ m. appointment
14. pref	___ n. company
15. EOE	___ o. excellent
16. co	___ p. hours
17. exp	___ q. medical
18. hrs.	___ r. morning/afternoon/evening
19. mfg	___ s. office
20. exc	___ t. position
21. pos	___ u. available
22. morn/aft/eve	___ v. salary
23. ofc	___ w. with
24. ref	___ x. references

READING CLASSIFIED ADS

A careful reading of classified ads will help you focus on the jobs you want as well as the jobs for which you have the best chance to be hired. Below are two classified ads. Read the ads and then answer the questions about them.

#1- TYPIST (5) Immediate work. Needed 6 weeks for project near downtown area, 45 wpm, Exc hourly wages. Call Don 372-0010

#2- Reception- typing law firm, Pleasant bright person, must enjoy public contact. Excellent telephone skills and good eye for detail. Exp. preferred. Call 275-0400

1. Which ad is looking for more than one person?_______
2. If you were looking for a long term position, which job would you **not** apply for?____
3. Which job requires experience?____
4. Which job specifies typing requirement?______
5. Which job is more suited for an outgoing extroverted type of person? _____

Activity 20. Sample Employment Application

Directions: Read the application tips listed in Career Choices. Fill out the application below according to the tips given in the article.

Application for Employment

Social Security Number ______ - ______ - ______

Name:

Phone Number:

Address:

Referred By:

Employment Desired

Position

Date You Can Start

Salary Desired

Education

	Name and Location of School	Circle Years Completed	Did You Graduate?	Degree(s), Major/Subject	Date
High School		1 2 3 4	☐ Yes ☐ No		
College or Business School		1 2 3 4	☐ Yes ☐ No		

Special skills or courses taken:

Previous Employers (starting with most recent employment)

Current or Last Employer

Supervisor

Address

Phone No.

From (Month, Year)

To (Month, Year)

Ending Salary $

Job Duties:

Employer

Supervisor

Address

Phone No.

From (Month, Year)

To (Month, Year)

Ending Salary $

Job Duties:

Employer

Supervisor

Address

Phone No.

From (Month, Year)

To (Month, Year)

Ending Salary $

Job Duties:

References

Name	Address	Phone No.	Years Known

The statements above are true to the best of my knowledge. I understand false information given on this form could be cause for dismissal.

Date

Signature ____________________

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Activity 21. Company/ Employer Research

You hear about a great place to work. What do they do? What type of positions do they have? Are they hiring? How do you find out more? **Research, Research, Research.**

or

You may hear about an opportunity at a company your may not be familiar. How do you find more information before you send your resume and cover letter? **Research, Research, Research.**

Before you interview with an organization be sure you have **researched** it thoroughly. Most companies have a web site and can easily be accessed by an Internet search engine. You can also call the company and ask them for their web site address. It is often listed in business journals, the yellow pages, and on company brochures. If you do not have access to the Internet, you can research employers at school's career centers, public libraries and by asking your network of contacts.

Directions: Record below information about a company or business you are interested. Add additional questions that are specific to your job search. You may need to collect this information from several sources.

1. Company name:
2. What does the firm do?
3. How did the organization get started, where and when?
4. How many employees does the company have?
5. What are its products and services?
6. What types of occupations are employed?
7. What are their hiring practices? How do they find their employees?
8. Do they hire entry-level positions (or the position level which best suits you) from a specific source?
9. What are some of the industry trends that effect this organization?
10. What are some of the organizations greatest challenges?

USING THE INTERNET IN YOUR JOB SEARCH

WHY?

- There are hundreds of jobs "out there" that may or may not be listed elsewhere.
- Increases your "network" of people willing to give you leads and advise you in your job search.
- Ability to send your resume electronically - saves time, postage, etc.
- Ability to research potential employers and companies in order to be better prepared for interviews and determining companies for which to work.
- Obtain job hunting information and advice.

WHAT DO I NEED?

Besides the obvious; computer, modem, and telephone line, you will need software to communicate with a remote computer system as well as an account consisting of a User ID and Password on the remote system.

HOW?

There are several ways to connect to the Internet. Various commercial services, such as CompuServe, America On-Line, Prodigy and Genie provide Internet access. In addition, you can use an Internet Service Provider (ISP) such as MindSpring, InterPath, and AT&T. Commercial services charge a basic rate that includes some number of hours. You pay additional charges for any hours over what is included. Most ISP's offer plans that include unlimited access.

WHERE SHOULD I LOOK?

The World Wide Web (WWW) is in practice, a vast collection of interconnected documents.

To access the web, you run a browser program. The browser reads documents, and can fetch documents from other sources. Information providers set up hypermedia servers which browsers can get documents from.

The browsers can, in addition, access files by FTP (File Transfer Protocol), NNTP (the Internet news protocol), gopher and an ever-increasing range of other methods. On top of these, if the server has search capabilities, the browsers will permit searches of documents and databases. One very popular Web site, Yahoo, (www.yahoo.com) maintains links to thousands of sites and allows searching using a variety of search tools.

The documents that the browsers display are hypertext documents. Hypertext is text with pointers to other text. The advantage of hypertext is that in a hypertext document, if you want more information about a particular subject mentioned, you can usually "just click on it" with the pointers to read in further detail. In fact, documents can be and often are linked to other documents by completely different authors — much like footnoting, but you can get the referenced document instantly!

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JOB SEARCH ON THE INTERNET

Below is a few Internet job search web sites for career planning and/or job search. For a more extensive list of job search web sites see the "Additional Resources" section of the User's Guide.

Career Mosiac	www.careermosaic.com
Job listings, employer files, on line job fairs, job search and resume tips.	
Career Magazine	www.careermag.com
Job listings, employer profiles, news articles, and discussion groups.	
ESPAN	www.espan.com
Job listings, resume postings, career fairs, salary guides, and related articles.	
Monster Board	www.monster.com
Job listings of over 48,000 jobs in all fields, accepts resumes and applications.	
Career Path	www.careerpath.com
Job listings from major newspapers including: The Boston Globe, Chicago Tribune, Los Angeles Times, Washington Post and many more.	
America's Job Bank	www.ajb.dni.us
Job listings, resume postings and a computerized network that links state Employment Service offices to provide job seekers with the largest pool of active job opportunities available anywhere and nationwide exposure for their resumes.	
NC Employment Security Commission	www. esc.state.nc.us
Job listings for jobs throughout North Carolina and the NC State Job Application is here for downloading to your computer and/or disk.	
NC Office of State Personnel	www.osp.state.nc.us
Job listings for jobs in state government by location or by agency.	
Riley Guide	www.dbm.com/jobguide
Directory of employment and career information sources and services on the Internet.	

RESUMES

A resume is one of the most important tools in your job search. Its purpose is to entice the employer to know more about you and call you for an interview. It is usually the first impression you will make on that person. Make it a good one!

A GOOD RESUME PRESENTS:

- who you are
- what kind of position you want
- SKILLS you have and accomplishments you have made
- listing of education and training
- listing of previous work experience

GENERAL DO'S AND DON'TS

DO	DON'T
Be concise, accurate, positive	Lie or exaggerate
List your most recent job first	Include salary history
Stress skills & accomplishments	Use pronouns, abbreviations
Research & use keywords related to the job	Overdo use of bold & italics
Make resume attractive to read	Use small type or overcrowd margins
Have someone proofread before mailing	Include references

References are usually left off resumes unless you are instructed to include them for a job fair.

Have references available on another typed sheet of paper for the interview- at least three people, not relatives, that have recognized your skills, accomplishments or personal qualities.

"References furnished upon request" is no longer necessary on the bottom of resumes. It may be eliminated especially if space is needed for pertinent information.

Include your e-mail address on resume if you check your e-mail regularly.

There are different resume formats. Not one resume format or style is appropriate for all job seekers. Select the style and format, which best markets and sells your skills and qualifications to the most employers.

Always include a cover letter (see the following pages) with a resume.

DEVELOPING A CAREER OBJECTIVE

"A resume without an objective is like a book without a title", states Jay L. Stahl, managing director of Right Associates in Raleigh, NC.

By trying to keep many career options open and not using an objective, clients/students may give the message to employers that they are not focused, do not have any goals and diminishe the possibility of being called for an interview.

Seniors attending job fairs or looking for full time employment need to design a resume, including a career objective, that is flexible to entice the varied employers who attend, while giving a statement of the strengths he/she has to offer. This can be done as follows:

A CAREER OBJECTIVE HAS THREE KEY PARTS:

1. Level of position for which one is applying.
   For high school students this primarily will be "entry level positions".
   Example: CAREER OBJECTIVE: Obtain an entry level position...

2. Type of business, industry or career area sought.
   Keep this generic, such as manufacturing, construction, health or human services, sales, etc.
   Example: CAREER OBJECTIVE: Obtain an entry level position in the hospitality industry....

3. State the major strengths you have to offer this employer.

Be sure there are examples of these strengths in the resume either as a volunteer, club activities, or work experience.

The career objective is the first part of the resume the interviewer will see. It can start the interview process with a focus.

EXAMPLES OF CAREER OBJECTIVES FOR STUDENTS:

- Obtain an entry level position in a business or industry using my strengths in clerical procedures and customer contacts.

- Obtain an entry level position in an industrial or manufacturing environment using my excellent mechanical abilities and warehouse experience.

- Obtain an entry level position in a health or human services facility using my strengths with individual care and personal attention to needs of others.

SUMMARY STATEMENTS

One very good way of getting an employer's attention when reviewing your resume is to include a summary statement. Summary statements follow the career objective and can be used with any resume format. It is an overview of what you have to offer. Like the objective it is optional, but strongly recommended. Summary statements contain the following.

- Years of experience (could include education/training experience)
- Type of environment worked in
- Areas of specialty(education or training can be substituted for lack of experience)
- Brief description of your most relevant business characteristics(self-management skills)

Here are some sample summary statements:

Two years experience in clerical support and data entry, with customer service division of a midsize employer. Dependable and conscientious with the ability to get the job done with minimal supervision. Committed to cooperative teamwork. Experience working with the public.

A different format would be to simply list your qualifications:

- Enjoy detailed work and exhibit initiative, creativity and resourcefulness.
- Able to utilize organizational and problem solving skills.
- Reliable, efficient and capable of completing a variety of tasks.
- Good team player, work well with all kinds of people.

Note: *Be sure to back up your statements with facts about your job responsibilities and accomplishments in the body of your resume.*

THE CHRONOLOGICAL RESUME

The chronological resume emphasizes work experience. It is the preferred style of resumes by employers because it enables them to quickly match your previous work experience to their immediate needs. It can be used by recent graduates to show their part-time, co-op, and summer employment as relevant work experience.

Writing a Chronological Resume:

- Use a career objective to market your strengths and skills without limiting your options. See the following pages for more information on career objectives.
- Use a summary statement, 3-4 statements about who you are, your experience and credentials.
- Start with your most recent position and work backward. Give the name of the company, city, state; job title, major duties and accomplishments.
- Keep your job objective in mind and emphasize the duties and accomplishments that publicizes your strengths and for which the employer is looking.
- Use action verbs to start each phrase or sentence.
- Use lists preceeded with bullets for easier reading.
- If you have completed a relevant course or received a diploma/degree in the last five years, it should go at the top of the resume; otherwise education should be listed at the bottom. Keep the length of your resume to one page, two at the maximum. If you use a second page, be sure to type your name on the top of page 2.

CHRONOLOGICAL FORMAT

NAME - State full name, type in bold and use a large type
E-MAIL ADDRESS
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE - indicate the position or general type of job you are seeking.
SUMMARY STATEMENT -(optional)
EDUCATION - if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses (may be a separate section). GPA may be appropriate.
WORK EXPERIENCE - list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.
SKILLS - list relevant skills. Skills include the machines you can operate, computer hardware, software in which you are competent. Examples: operate a cash register, copier, fax machines, IBM computer, Macintosh computer, Word Perfect.
ACTIVITIES - extra curricular activities, community activities are all appropriate if space permits and if relevant to your job objective.

See sample chronological resume.

THE FUNCTIONAL RESUME

The functional resume organizes your experience by areas of skills, avoiding a strict reliance on chronology. Functional titles or skill clusters are used or organize your skills from various places of employment, volunteer or educational experiences. The functional resume is an excellent tool for career changers, job seekers re-entering the job market after a period of not working and for students finishing a degree or program area which qualifies them for work differing from their previous employemnt.

Writing a Functional Resume:

- Determine the functional titles that best describe your skill area and are most closely related to your job target.
- Include summary statement.
- Within each functional area stress your accomplishments, results or abilities.
- Include all relevant accomplishments without identifying the place of employment or voluntary situation in which it took place.
- List your education, relevant courses or degree at the top of the resume if it was completed within the last five years.
- List work experience at the bottom, giving dates, company name and title.
- Keep length of resume to one page, two maximum. If using a second page, type your name only on upper corner of second page.

FUNCTIONAL FORMAT

NAME - type full name in large type
E-MAIL ADDRESS
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE - although optional, either career highlights or objective gives reader the messages of your career goals and your focus.
SUMMARY STATEMENT -(optional)
EDUCATION -if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses and GPA (optional).
FUNCTIONAL TITLE (S) - Select two or three skill areas in which you are interested.
Examples: Customer Service, Sales & Marketing, Office Technology, Graphics & Design, Medical Services, Food Service, Hospitality, Horticulure, etc. List them in order of your interest and skill level. State accomplishments or qualifications you have under each title.
WORK EXPERIENCE
date job title company name, city, state
date job title company name, city, state
date job title company name, city, state
See sample Functional Resume.

THE ELECTRONIC RESUME

The electronic resume will be read (scanned) by a computer and placed in a database. The format may be chronological or functional. It must contain keywords and a keyword summary. Keywords are nouns that state your job title, duties and accomplishments. The keyword summary should contain the targeted job title and alternative labels, as well as previous job titles, skills, software programs, and language known to the particular industry, profession or occupation. It is important to note the resume will be read by a computer first, and a human second. If it does not contain the "keywords" the employer has requested the computer to search, it will not be seen by a human hiring professional. See the following pages for sample keywords.

Writing an electronic resume:

- Choose the most likely keywords and arrange them in an appropriate order.
- Use the typeface most easily read by a computer: Helvetica, Times Courier and a font size between 10-14 point (name should be 14).
- Avoid italics, script, underlining, graphics, shading, boxing, vertical and horizontal lines, columns –the computer has difficulty reading these. Bold type and solid bullets are OK.
- Use smooth white paper (8 ½ x 11), black ink with laser quality print.
- Use abbreviations carefully.
- Avoid stapling or folding the resume and cover letter. Words in the fold may not be scanned correctly. Provide sufficient white space.

ELECTRONIC FORMAT

NAME –Large print, bold without any fancy layouts
E-MAIL ADDRESS
STREET ADDRESSS
CITY, STATE, ZIP CODE
AREA CODE TELEPHONE NUMBER –To ensure separation of words and categories, leave plenty of white space instead of parentheses. Example: 919 772-5555.
OBJECTIVE –optional, unless applying for specific job title employer is seeking.
KEYWORD SUMMARY –approximately 25 words that best sell you stated in nouns. Include job title, duties, skills, and interpersonal traits.
EDUCATION –if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses. GPA is optional.
SKILLS –relevant to job objective not previously stated in Keyword Summary. May include transferable, technical and computer skills. Bulleted single column list scans the best.
WORK EXPERIENCE –list each job separately starting with your present job or most recent job first, state your position, major responsibility, duties and accomplishments.
ACTIVITIES, HONORS, AWARDS –extra curricular activities, community activities, sports, etc. are appropriate if space permits and is relevant to your job objective.

See sample electronic resume.

from: Electronic Resume Revolution by Joyce Lain Kennedy and Thomas Morrow, John Wiley & Sons, 1994

Activity 22. Resume Worksheet

Directions: Before writing your resume, fill out this worksheet and use this information to write your own resume.

Name

E-mail

Address

City, State, Zip Code

Telephone Number (xxx) xxx-xxxx

Objective

Summary Statement

Education

Vocational/Relevant Courses

Skills

Work Experience (2 or 3)

Date:

Company Name: City: State:

Job Title: Duties:

Accomplishments/Special Awards

References: Name: Title: Address:

(2 or 3)

Phone No.

References should be put on separate sheet.

CHRONOLOGICAL RESUME SAMPLE

ANITA CAREER

anitac@ dotmail.com
5820 Harrison Ave.
Yourtown, North Carolina 21011
(919)-230-5555

OBJECTIVE

Hotel or restaurant management trainee

SUMMARY STATEMENT

Two years experience in all aspects of the restaurant business. Proven customer service and organizational skills. Dependable, conscientious and able to handle a variety of tasks simultaneously.

WORK EXPERIENCE

Perry's Restaurant, Smalltown, NC 1998-present

Restaurant Hostess 1999-present

- Greeted customer quickly and assigned them to appropriate section.
- Handled customer's questions, complaints and inquiries to assure customer satisfaction.
- Assisted wait staff with necessary duties to increase table accessibility and turnover.
- Handled cashier's duties of processing charges, direct billings and cash sales.
- Reconciled cash register at closing of restaurant.
- Audited supply report and customer's record for accuracy.

Wait staff 1998-1999

- Greeted assigned customers with enthusiasm and communicated daily specials, house specials and specific requests to over 75 individuals daily.
- Handled banquet room including set up of food and beverage tables. Waited on customers as detailed in instructions and provided hospitality as requested.
- Performed kitchen duties including assisted with specialty chefs, dishwasher and bus crew as needed.

Regional Grocery Store, Anothertown, NC 1995-1998

Cashier

- Checked and processed grocery orders.
- Reconciled cash drawer daily.

EDUCATION

Taylor Community College 1992-95

Continuing Education Courses: Hospitality, Business Management, Supervision

FUNCTIONAL RESUME SAMPLE

DOUGLAS R. JONES

425 Murphy Road
Goldstown, North Carolina 23211
(704) 234-5555

OBJECTIVE

Position in a business office utilizing my strengths in customer service, computer knowledge and accounting.

EDUCATION

Williams High School
Diploma, 1994
Continuing education courses through area technical centers in: DOS, Windows, Word for Windows, Excel and Lotus

CUSTOMER SERVICE

- Handled retail and food service customers for four years with speed and accuracy
- Awarded employee of the month for outstanding service and excellent attendance

OFFICE TECHNOLOGY

- Demonstrated skills and competency in clerical procedures through work and training including:
  - Typing
  - Filing
  - Billing
  - Fax
  - Record keeping
  - Shipping materials
- Handled variety of office duties including receptionist, data entry, multi telephone lines

ACCOUNTING

- Ordered, stocked and distributed office supplies for entire company
- Assisted controller in general ledger, payroll, accounts receivable/payable
- Distributed accounting reports to all department managers on time

EMPLOYMENT HISTORY

1995 - 1997	Counter sales	R & B retailers
1993 - 1995	Office assistant	Goodsons Rental Properties
1991- 1993	Cashier, wait staff	Crossroads Restaurant & Grill

COMBINATION RESUME SAMPLE

WILLIAM SMITH*

1710 Miller Road
Langton, MI 48880
(615) 555-6789

CAREER OBJECTIVE

Electronics Technician

EDUCATION

Associate Degree, Applied Science, Electronic Technology with Digitial Emphasis. Lansing Community College, Lansing, Michigan. June 1990

SKILLS AND ACCOMPLISHMENTS

ANALYZED AND REPAIRED circuit boards and electrical machines in 200 hours of laboratory time. Hands-on experience required the application of classroom theory.

DESIGNED AND CONSTRUCTED complete working model of conveyor supply line. System worked with 100 percent accuracy. Received one of the highest grades given for this project.

OPERATED TEST EQUIPMENT set-up and used oscilloscopes, multimeters, ohmmeters, volmeters, and automatic testing machines.

TECHNICAL REPORT WRITING skills developed in class on co-op experience. Able to express complex subject matter in understandable terms.

MATH AND ANALYTICAL skills learned through analytic geometry and calculus.

EXPERIENCE

ELECTRONICS TECHNICIAN, ABC Electronics, Langton, Michigan (1987-89). Employed through student cooperative education program for three terms. Received grade of A from employer each term.

RADIO REPAIRMAN, Jones Radio Repair, Langton, Michigan (1987-89). Reached through student cooperative education program for three terms. Received pay raises based on performance.

OTHER

Excellent set of working hand tools. Good hand-eye coordination; able to manipulate small objects effectively.

REFERENCES

Available upon request.

adapted from *Accept the Challenge: Job Search Guide*. Lansing, MI: Employment Placement Services, Lansing Community College, 1985, p. 25. Used with permission.

Sample Resume V - Electronic

Kathy S. Reston
ksreston@rr.com
2457 Lakemont Drive
Raleigh, NC 27810
(919) 733-6456

OBJECTIVE: Drafter

KEYWORDS

Blueprint. Process Flow Diagrams. Drafting, Instrumentation Diagrams. Intergraph Microstation 3.0. Harvard Graphics 3.0. Quattro Pro. Lotus 1-2-3. MS Excel. Document Control files. Structural. Engineering. Electrical. Civil.

DRAFTING SKILLS

Process Flow Diagrams
Piping and Instrumental on Intergraph Microstation 3.0
Charts and graphs using Harvard Graphics 2.6 and 3.0 software
Charts on Lotus 1-2-3 and MS Excel
Document Control files and documentation on Word Star 6.0 and PerForm software
Maintain bills of material using Quattro Pro software

WORK HISTORY

Drafter
Raleigh Blueprint & Design
Raleigh, NC
1992-1997

Drafter
Edwards Engineering
Greenville, NC
1990-1992

EDUCATION

Wake Technical Community College, Raleigh, NC
1990 Associate of Applied Science Degree
Major: Mechanical Engineering Technology

RESUME WORD LIST

ACTION VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

- Acted
- Adapted
- Addressed
- Administered
- Advised
- Allocated
- Analyzed
- Approved
- Arranged
- Ascertained
- Assisted
- Attained
- Audited
- Brought
- Budgeted
- Built
- Calculated
- Chartered
- Checked
- Classified
- Coached
- Collected
- Communicated
- Compared
- Completed
- Computed
- Conceived
- Coordinated
- Copied
- Counseled
- Created
- Dealt
- Decided
- Defined
- Delegated
- Delivered
- Designed
- Detected
- Directed
- Documented
- Drove
- Dug
- Edited
- Eliminated
- Empathized
- Enforced
- Established
- Estimated
- Evaluated
- Examined
- Expanded
- Experimented
- Extracted
- Facilitated
- Filed
- Financed
- Fixed
- Followed
- Formulated
- Founded
- Gathered
- Gave
- Generated
- Got
- Governed
- Guided
- Handled
- Headed
- Helped
- Identified
- Illustrated
- Imagined
- Implemented
- Improved
- Improvised
- Increased
- Indexed
- Initiated
- Inspected
- interpreted
- Investigated
- Judged
- Kept
- Learned
- Lectured
- Led
- Lifted
- Listened
- Logged
- Made
- Maintained
- Managed
- Manipulated
- Mediated
- Memorized
- Monitored
- Met
- Modeled
- Observed
- Obtained
- Offered
- Operated
- Ordered
- Performed
- Received
- Taught
- Utilized
- Volunteered
- Worked

SKILL VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

- Achieve
- Act
- Administered
- Analyze
- Assemble
- Build
- Calculate
- Communicate
- Compose
- Consult
- Control
- Coordinate
- Copy
- Count
- Create
- Debate
- Define
- Deliver
- Draw
- Edit
- Elicit
- Eliminate
- Emphasize
- Enforce
- Establish
- Estimate
- Evaluate
- Examine
- Expand
- Experiment
- Explain
- Express
- Extract
- Figure
- File
- Finance
- Imagine
- Implement
- Improve
- Improvise
- Increase
- Influence
- Interview
- Invent
- Judge
- Keep
- Lead
- Learn
- Lecture
- Listen
- Maintain
- Make
- Manage
- Manipulate
- Motivate
- Negotiate
- Observe
- Organize
- Originate
- Paint
- Perceive
- Perform
- Persevere
- Persuade
- Photograph
- Pilot
- Plan
- Problem Solve
- Produce
- Promote
- Publicize
- Purchase
- Question
- Raise
- Read
- Realize
- Reason
- Receive
- Recommend
- Reconcile
- Record
- Recruit
- Reduce
- Refer
- Remember
- Repair
- Research
- Schedule
- Select
- Sell
- Sense
- Separate
- Serve
- Service
- Set
- Sew
- Shape
- Speak
- Study
- Summarize
- Supervise
- Supply
- Take Instruction
- Talk
- Teach/Train
- Tell
- Troubleshoot
- Tutor
- Type
- Umpire
- Understand
- Unify
- Upgrade
- Use
- Utilize
- Verbalize
- Weigh
- Work
- Write

ADAPTIVE SKILL WORDS THAT DESCRIBE YOUR PERSONAL TRAITS

- Active
- Adaptable
- Adept
- Broad-minded
- Competent
- Conscientious
- Creative
- Dependable
- Determined
- Diplomatic
- Disciplined
- Discreet
- Efficient
- Energetic
- Enterprising
- Experienced
- Fair
- Forceful
- Firm
- Honest
- Innovative
- Instrumental
- Logical
- Loyal
- Mature
- Methodical
- Objective
- Outgoing
- Participate
- Personable
- Pleasant
- Positive
- Productive
- Reliable
- Resourceful
- Self-reliant
- Sense of Humor
- Sensitive
- Sincere
- Successful
- Tactful
- Versatile

Source: North Carolina State University Placement Manual, 1993

Resume Development Checklist

Category	Can Be improved By	Good
Overall appearance • Resume is neatly and accurately typed with no errors in grammar, spelling. • Adequate white space and margins are used. • Points are graphically highlighted. • Most important "selling" points are at after the job objective. • Resume is brief and relevant. • Resume is printed on quality paper. • Resume looks professional.		
Objective • Clear, short statement geared to the employer's needs. • Includes job title and your special skills.		
Education • All relevant honors, awards, training, education, and special skills are included. • Schools are listed in reverse chronological order.		
Experience and skills • Work history is listed in reverse chronological order with dates included. • Company name, city, state, job title are included. • Skills and accomplishments are clustered. • Skills and accomplishments are written in short, clear phrases. • Accomplishments from paid and volunteer work are included.		
References • You have prepared a reference list of names, phone numbers, and other pertinent information. • You have asked permission from the references to use their name.		
Summary • The resume sells the writer. • The resume has a cover letter.		

BEST COPY AVAILABLE

COVER LETTERS

A cover letter can sometimes be even more important than the resume. It will actually "sell" the reader on the idea of reading your resume. Cover letters should always accompany a resume and should always be individualized to the employer you are sending it to.

An effective cover letter:

- Is tailored to a specific position in a specific organization (matches your qualifications with the requirements of the job).
- Shows the employer why they should read your resume.
- Demonstrates your knowledge of the hiring organization and the job.
- States how you heard about the opening, through a person, job listing, ad, etc.
- Is straightforward, businesslike, and positive.
- Is typed neatly, error free, and on good quality paper.
- Is no longer than one page.
- Is addressed to a specific person. Avoid using "Dear Sir/Madam", or "To Whom it May Concern".

See samples on the following page.

SAMPLE COVER LETTER

June 8, 1997

Mr. Ben Stewart
Regional Manager, First In Food, Inc.
222 Peabody Industrial Park
Raleigh, NC 26702

Dear Mr. Stewart,

I was excited to learn about your company's plans to open ten new stores in the Triangle area by the end of next year. Your restaurants have always been a favorite of mine.

Majorie Walters has let me know that you are interested in managers with proven organizational abilities, a willingness to learn new ways of doing things, and a high level of commitment to a company's goals.

With two years of experience working in fast food restaurant management, and a recent Associates Degree in Business Administration, I believe I have demonstrated the qualities you are looking for in your management personnel. As manager of Burger World, I led our team in winning "Restaurant of the Year" for two years in a row. The turnover rate of our employees was only 2%, and we increased sales by 25%. I achieved these accomplishments with my ability to understand the company's goals, a dedication to teamwork, and a focus on customer satisfaction. I have found that I work my best when I have a variety of tasks to manage simultaneously.

I would like to learn more about your new business ventures and what you look for in new members of your organization. I will call you at 9:00 am Tuesday morning, June 17th to arrange a time for us to speak further.

Thanks for your time and consideration.

Sincerely,

Mitch Stevens

Encl.

SAMPLE COVER LETTER

MATCHING REQUIREMENTS FORMAT

January 14, 1997

MBE, Inc.
Box 2394
Hometown, North Carolina 27512

Dear Manager:

I am interested in the general office clerk position you advertised in Sunday's Times and Record. My resume is enclosed for your review. The following list matches my qualifications to your requirements.

Your Requirements	My Qualifications
One year office experience	Worked part time for three years in two different office settings
Knowledgeable of computers	Successfully completed training in Word for Windows & WordPerfect 6.1
Previous related experience	Excellent communicatins skills- verbal and written. Cashier and retail sales experience.

Thank you for your time and consideration. I look forward to discussing my qualifications with you at your earliest convenience.

Sincerely,

Mary Fox

Enclosure

WHAT EMPLOYERS ARE LOOKING FOR IN AN INTERVIEW

Some questions are asked in almost every typical interview. They include:

- tell me about yourself
- why do you want to work here
- what are your goals

Even when we prepare for these questions, sometime we wonder "Why did they ask that question?" or "What were they really looking for during the interview?" Also note many interviews are now performed as a team. Two or more people will be asking questions. This can be cause further difficulty in positioning, eye contact and feeling overwhelmed by the questioning. It may help to focus on the person who is asking the question and not glancing at the other people. Trying to pick up on the reactions of others in the room may distract you from answering the questions with clarity and enthusiasm.

QUESTIONS TO EXPECT AND WHAT THE EMPLOYER EXPECTS

1. **Tell me about yourself.** Interviewer is breaking the ice and you are setting the tone for the interview. Mention a few personal, job related or education related skills or accomplishments. Samples: " I am a recent graduate of .....school where I played tennis and a member of the ____club. In school I enjoyed my English and computer classes...I worked in the summer as a lifeguard and assisted the swim team coach." It is not necessary to give too much detail or go back to childhood activities.

2. **Why do you want to work here?** The interviewer(s) want to know how much you know about their company, including is products and services. This is where the prior research on the company is crucial.

3. **What are your career goals?** Most of the time, employers are looking for someone to stay in the job for a while. Therefore, career goals of returning to school, starting your own business or moving to a different location will not be appropriate. They are checking to see if you are really interested in the job or just waiting for the next opportunity. If your career goals fit with the direction the company is moving, then your chances for getting hired has increased. Career goals of being the top sales person in xxx amount of time; my immediate goal is to gain more experience in this field and then long term be able to grow as the company grows.

4. **Give me an example of.....**This can be one of the most difficult questions to prepare for since you have no idea prior to the question to prepare. Go to the interview prepared with specific examples when you used the following skills and your should have this question covered. Skills in : leadership, stress management, team building, persistence,
problem solving.

Activity 23. Interview Practice Questions

Directions: Write a complete sentence for the following questions frequently asked during an interview.

1. What jobs, including summer and part-time, have interested you the most? Why?

2. How have your education and/or employment experiences prepared you for this job?

3. What are your career goals?

4. Where do you see yourself in five years?

5. Can you tell me about yourself and your background?

6. What do you consider your best qualities or strengths?

7. What do you consider your weaknesses?

8. What interests you about this job?

9. Why do you want to work for this company?

10. What did you like and dislike about your last job?

11. Which course(s) did you like best in school?

12. Last month, how many days of work or school did you miss?

13. Why should I hire you for this job?

14. How would your last supervisor or teacher describe you?

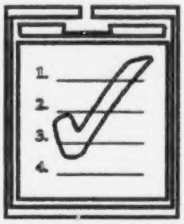
15. How would a friend describe you?

16. What motivates you to put forth your greatest effort?

Activity 24a: A Job Interview Checklist

Directions: Use this to prepare for your interview. If you can answer "yes" to all the questions, you are ready. Refer to this list before every job interview.

YES	NO	
____	____	1. I can list five things about myself that makes me a good candidate for this job.
____	____	2. I can discuss in detail each item on my resume or job application.
____	____	3. I can list the skills or experience that qualifies me for this job.
____	____	4. I have the training or education that qualifies me for this job.
____	____	5. I have hobbies or activities that might help me qualify for this job.
____	____	6. I can write down my employment history with accurate names, addresses, and dates for each job (if applicable).
____	____	7. If I am asked for personal references, I have the names and telephone numbers of three individuals who have agreed to be my references.
____	____	8. I have documents needed for the interview, such as social security card or driver's license.
____	____	9. I am dressed properly for the job I am applying for.
____	____	10. I have directions and transportation arrangements so I can get to the interview on time.
____	____	12. I have prepared some questions to ask the interviewer.



Source: The Jobseeker, Helping NY Work

Activity 24b. **Evaluation Forms**

PRACTICE INTERVIEW EVALUATION

Did the applicant…	Needs to Improve	Good	GREAT!
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to question?			
-exhibit well to questions?			
-appear to have a positive attitude?			
OVERALL COMMENTS:			

Did the applicant…	Needs to Improve	Good	GREAT!
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to question?			
-exhibit well to questions?			
-appear to have a positive attitude?			
OVERALL COMMENTS:			

From: Curtis & Associates, Inc.

Behavioral Interviewing

What is Behavior Based Interviewing?

Behavior based interviewing focuses on experiences, behaviors, knowledge, skills and abilities that are job related. It is based on the belief that past behavior and performance predicts future behavior and performance. You may use work experience, activities, hobbies, volunteer work, school projects, family life - anything really - as examples of your past behavior. There is a strong trend towards this type of interviewing. Always prepare for a behavioral interview.

How Are Behavioral Questions Different from Other Types of Interviewing Questions?

There are 3 types of questions typically found in interviews:

1. **Theoretical questions** -- Questions that place you in a hypothetical situation. These questions are more likely to test your skill at answering questions rather than in doing a good job.
   Example: How would you organize your friends to help you move into a new apartment?
2. **Leading questions** -- Questions that hint at the answer the interviewer is seeking by the way they are phrased.
   Example: Working on your own doesn't bother you does it?
3. **Behavioral questions** -- Questions that seek demonstrated examples of behavior from your past experience and concentrate on job related functions. They may include:
   - **Open-ended questions** -- these require more than a yes of no response. They often begin with "Tell me...", "Describe...", "When...".
     Example: Describe a time you had to be flexible in planning a work load.
   - **Close-ended questions** -- Used mostly to verify or confirm information.
     Example: You have a degree in psychology, is that correct?
   - **Why questions** -- Used to reveal rationale for decisions you have made or to determine your level of motivation.
     Example: Why did you decide to major in Psychology (or what ever your major is)

How Can I Best Answer Behavior-Based Questions?

Think of "PAR for the Course". A complete answer to a behavior-based question must explain the task or problem for which you were responsible, the specific action you took, and the results of your actions. Your answer must contain **all of these components to be a PAR answer. Tell the interviewer a "story" (with a beginning, a middle, and an end) about how you used a practical skill.**

Problem (P) -- Think of a problem you had to solve at work, home or in school. Example: a deadline was approaching on a team project and one team member was not finished with her portion.

Action (A) -- What action did you take ....I called the rest of the team members and asked for their input. We collectively decided to extend her deadline by 1/2 a day and to be prepared for an extended time for out last meeting. One person was assigned to this person to continue to coach her to complete the assignment on time.

Result (R) --.What happened... A more collaborative effort was needed to finish the presentation and team members had to adjust their time management skills. The presentation went well and the project was finished on time. We learned about time management, flexibility, confronting team members and leadership styles in the process.

Be Prepared for the following:

A. Who do you admire the most and why.
B. Tell me about a time you had to juggle a number of work priorities. What did you do?
C. You can work weekends occasionally can't you?
D. What is your idea of the perfect job?
E. How do you handle stress?
F. What do you prefer- to be a leader or a follower? Why?
G Give me an example of your leadership style?

Activity 25. Follow Up Procedure

Often your chances of employment can be increased by making another contact with the employer. This can be done by a telephone call or a thank-you letter. The thank-you letter is often the most common follow up method.

FOLLOW UP LETTER: "Out of Sight - Out of Mind"

A thank-you letter may be typed **OR** neatly handwritten on personal stationary.

The letter should be written soon after the company or job fair interview, the next day is best!

The letter should state your continued interest in the job and your appreciation of their time spent with you during the interview.

Directions: Write a thank-you note to an employer similar to the sample below.

AFTER COMPANY INTERVIEW

6200 Waverly Street
Burlington, NC 27215

November 30, 1997

Mr. Mark J. Raynard
General Manager
Johnson Electronics, Inc.
230 Washington Avenue
Greensboro, NC 27408

Dear Mr. Raynard,

Thank you for considering me for the position of electronics technician with your company. I am very impressed with your company and the enthusiasm that your employees have about their jobs.

If you need additional information, please contact me. Thank you again for your time and interest in me. I look forward to hearing from you.

Sincerely,

Mark Anderson

KEEPING A JOB

The first step to remaining successfully employed is to understand what employers want from their employees.

What Do Employers Want?

- Commitment to Life Long Learning
  - Realizing its importance
  - Taking advantage of on the job training
  - Seeking additional education or training off the job

- Reading, Writing and Computational Skills
  - Critical to the ability to learn

- Listening Skills & Communication Skills
  - Ability to understand instructions
  - Ability to communicate with co-workers, supervisors and customers

- Adaptability
  - Ability to adapt to changes in technology, the marketplace and the job
  - Being a creative problem solver (using critical thinking skills)

- Personal Management Skills
  - Ability to set goals and motivate self
  - Taking charge of own personal and career management
  - Building one's self-esteem

- Group Effectiveness
  - Demonstrate effective team work skills
  - Working and negotiating with others

- Influence
  - Understanding the organizational structure and informal networks (politics)
  - Establishing a sphere of influence in which to contribute ideas (discovering where you will be heard and have the most influence)

The next step in keeping a job is to build a positive reputation. Below are the basics for success in the workplace.

BASIC ELEMENTS OF JOB SUCCESS:

- Dependability and Reliability
  - Frequent absences create problems for employers and coworkers and are a cause for dismissal. Reliability means following through on tasks without constant supervision.

- Punctuality
  - Being consistently late causes problems by delaying the work of others. Employers depend on employees to be on time to work, to meetings and from returning to work after breaks and lunch.

- Quality of Work
  Producing quality is critical to business survival. Employees must take care to produce the highest quality products and services possible.

- Quantity of Work
  Productivity is essential to success on the job. An effective employee produces enough work to justify the wages they earn.

- Being a Valued Team Member
  Today's workplace values team work. Important to being a successful team member includes: taking an interest in people personally and in the job they do; appreciating others' contributions by saying thank you and sharing the credit; dealing with conflict directly without complaining to others and staying out of others' battles; appreciating the different values and skills that others bring to the workplace, and developing tolerance for diverse ethnic and cultural backgrounds as well as ages and gender.

- Creating and Maintaining a Positive Relationship with Supervisors and Managers
  Supervisors and managers are allies and mentors not the enemy. They expect honesty, flexibility and initiative. Reporting on work results will help supervisors stay informed of performance and assist them at appraisal time. Knowing when to ask for help with problems and when problems can be solved alone is key to a successful employee/supervisor relationship.

adapted from: Workforce in Transition, NOICC/CDTI

NEGOTIATION SKILLS

The workplace of today is streamlined. Less people are producing more goods and services than before. Also, input from all employees regardless of their position is considered part of a company's decision making process. This calls for increased attention to an individual employee's problem solving, interpersonal, communication and negotiating skills. You may not always get your way, but good negotiations bring the best results for the company. Be part of a "win-win" organization.

Your negotiation skills may have already been in use during the offer and acceptance part of getting your new job. You may have negotiated your employment start date, your working hours, or a menu of benefit plans. Negotiating is used in various places in and out of the workplace.

The following situations are often negotiable:

- Purchase price of a car
- Where to have lunch, dinner
- Selecting a Realtor to assist in finding a place to live
- Employee transfer date
- Project deadlines
- Vacation time including when vacations can be taken

LIST OTHER NEGOTIATING SITUATIONS IN WHICH YOU FIND YOURSELF AT THIS TIME:

Following is a brief summary of the six steps common to each negotiations. Keep these in mind before you start your next negotiation.

1. Plan to know the people involved in the situation. Keep the interaction friendly, relaxed and businesslike.
2. Share goals and objectives with the other party. Listen to their goals and objective. Have no hidden agendas.
3. Study all issues before the negotiations begin. Anticipate issues of concern for the other party and have prepared anticipated answers.
4. Identify immediate areas of disagreement or conflict.
5. Reassess position to determine level of compromise.
6. Affirm agreement goals to leave no room for misunderstanding. Mutual agreement is the ultimate objective.

CAREER MANAGEMENT

To manage your career is to be in charge of your career decisions, your next move, and keeping your skills up to date. Career management does not encourage an individual to become a "job hopper." By adhering to the following points, you will be in a good position if a planned or unplanned career move is in your future.

1. Establish positive work relationships with co-workers. A positive attitude is catchy. Find positive people to associate with.

2. Know your organization's goals and purposes, so you can help to achieve them.

3. Build a relationship with your supervisor that is genuine and based on mutual interests, abilities and goals.

4. Establish a reputation for being reliable by completing work and assignments on time.

5. Work honestly. An employee that can be trusted and makes decisions based on strong personal values is an asset to an organization.

6. Turn problems into solutions. Be a problem-solver.

7. Learn new skills each year. It will be to your personal and professional advantage. Keep up with the new technology in your field.

8. Work collaboratively on a team. Recognize the contributions of all team members

9. Continue to build and maintain your career network.

10. Grow by setting measurable and attainable goals.

CAREER TRANSITIONS

Life is marked with a variety of transitions. Personal transitions include changes in where we live, changes in relationships, and number of family members in a particular household. Work transitions include leaving our current job, either voluntarily or involuntarily, retirement or career change. Financial changes include an increase or decrease in your income or assuming additional financial commitments.

Everyone experiences life transitions. How we adapt to these changes and handle the transitions set us apart. Throughout transitional periods there are a number of things that can make the transition easier:

- a support system- family, friends, church, job search clubs
- permission to feel the effects of the transitions
- understanding transition time are temporary
- become goal directed

Job Loss

The reactions you have to a job loss are similar to the reactions people face when they deal with other losses and trauma in their life such as a death, divorce, etc. It is normal to feel depressed, angry, fearful, relieved and excited and sometimes feeling several of these emotions at the same time. It takes a period of time to sort through these feelings.

Dr. Elizabeth Kubler-Ross explains grief and loss in stages or cycles. Job loss also requires a period of time to grieve. Dr. Kubler-Ross's stages of the "grief cycle " is very applicable.

The five stages of the Grief Cycle are:

1. **Denial/shock** - individual wants to put off job search; may also put off saying good-bye to co-workers or telling friends or relatives of the layoff.

2. **Anger-** individual becomes bitter and many are unable to express their anger; anger can be energizing, once expressed it can be channeled into positive directions like job search strategies.

3. **Bargaining-**attention is drawn to others and not the needs of the individual; job search is limited and often directed only in the direction of the previous employer. Individual looking for one more chance to prove him/herself at the same workplace.

4. **Depression-** characterized by low energy levels, altered patterns of eating and sleeping; feeling hurt and like a failure; ego hurt and feels shameful of letting significant others down.

5. **Acceptance-** final acceptance of the job loss without bitterness; individual sees the positive outcomes the trial has brought to their lives including closer family bonds, personal growth and new and more positive career directions.

Recovery does not usually progress in a straight line. It's more like a roller coaster.

adapted from, *Career Transitions Manual, D. Haber, N. Heller, Britt Grant Associates, 1995*

STRESS MANAGEMENT...

during the job seeking process

Losing a job is rated as one of the most stressful transitions individuals may face in their life time. Coping and stress reduction exercises may help to smooth the transition time for you and family members.

1. **Watch your weight, diet and exercise at this time.** Often these items become low on one's priority list; however, a good exercise routine and improved diet can help to alleviate the stress. It may not be a good time to start a new plan, but routine walks, jogs and a balanced diet may help you feel better physically and emotionally.

2. **Set realistic goals.** Do not expect to accomplish everything at once. Set time frames for when your resume will be completed, number of networking appointments to make per week, number of follow up calls to do per day. A balanced yet flexible schedule will be more productive than a full force effort for xxx amount of days to accomplishing nothing for xxx amount of time.

3. **Join a job club or a job support group in your community.** Many communities and churches have offered job support groups to help people in transitions both cope with the job loss and actively pursue job leads in their community.

4. **Seek counseling if needed.** Do not try to go through this process alone or with antiquated techniques.

5. **Read recently published job search books** from the library or book store to learn the latest ways to find employment. Take time now to become updated with the latest job search strategies and techniques, especially if it has been a long time since you've been through a job search.

Activity 26 Stress Reducers--What am I doing wrong?

Looking for work after a job loss or change can be stressful. A certain amount of stress makes life interesting and challenging. When there is too much or a person isn't managing stress well, illness can result. Below is a list of stress reducers.

Directions: Check the items below that describe you.

1. ___ I sleep seven to eight hours at least four nights a week.

2. ___ I have at least one relative or friend nearby on whom I can rely.

3. ___ I drink fewer than five alcoholic beverages per week.

4. ___ I give and receive affection regularly.

5. ___ I exercise at least three times per week.

6. ___ My income is adequate to meet my basic expenses.

7. ___ I have a network of friends and acquaintances.

8. ___ I am in good health (including eyesight, hearing, teeth).

9. ___ I am able to speak about my feeling when angry or worried.

10. ___ I have regular conversations with the people I live with about domestic problems, (chores, money, and daily living issues.)

11. ___ I regularly participate in social or other activities.

12. ___ I do something for fun at least once a week.

13. ___ I am able to manage my time well.

14. ___ I eat a well balance diet including adequate amounts of protein, fruits and vegetables.

15. ___ I am close to the appropriate weight for my height.

16. ___ I get strength from my beliefs.

17. ___ I drink less than four caffeinated beverages per day.

18. ___ I get an adequate amount of quiet time for myself during the day.

19. ___ I have one or more people to confide in about personal matters.

20. ___ I have a plan to better manage the stress in my life.

_____ Total number of checks.

Add up the number of checks above. If there are seven or less, you may not be doing all you can to reduce or manage stress in your life. Review the items above and identify one or two that you can do. For example, taking a long, vigorous walk three times a week could improve your health at stressful time in your life.

from: Work Force In Transition, NOICC/CDTI IV-43

V

ADDITIONAL RESOURCES

Career and Job Information Sources on the Internet (free)

Sources of Job Information	Internet Address	Description
America's Job Bank	http://www.ajb.dni.us	A product of the Public Employment Service
Big Book	http://www.bigbook.com	Information on millions of businesses by name/category
Career City	http://www.careercity.com	Cutting edge professional/technical job listings
Career Magazine	http://www.careermag.com	Career magazine with internet site connections
Career Mosaic	http://www.careermosaic.com	Up-to-date career information
Career Net Resource Center	http://www.careers.org	Online career resource center
Career Path	http://www.careerpath.com	Search a listing of jobs from newspapers and web sites
Career-nSite	http://www.career-nsite.com	Connections to 10 "jobs available" databases
Edgar Stern @ NYU	http://edgar-online.com	Research businesses
ERISS (San Diego based)	http://www.eriss.com	Detailed information on surveyed occupations
E-Span's Job Options	http://www.espan.com	Locate the right job
Hoover's Company Capsules	http://www.hoovers.com/	Information on 11,000+ of largest companies
JobBank USA	http://www.jobbankusa.com	Provides employment and resume information
JOBTRAK	http://www.jobtrak.com	Partnership with 750 college career centers
Monster Board	http://www.monster.com	Provides job search tools
My Future	http://www.myfuture.com	High school career assistance
NC Office of Personnel	http://www.osp.state.nc.us	North Carolina government jobs
100 Hot Jobs	http://hot1.go2net.com/jobs	The Web's most popular jobs and career sites
SummerJobs	http://www.summerjobs.com	World-wide listing of summer jobs
Technology Spotlight	http://www.corptech.com	Technology spotlight on future employment
Yahoo Classifieds	http://classifieds.yahoo.com	Search classifieds locally or nationally
Job Clearinghouses		
Career Paradise	http://www.emory.edu/CAREER/index.html	Imaginative and colorful Web site
Career Resources Homepage	http://www.rpi.edu/dept/cdc/homepage.html	Meta-index of internet career resources
Creative Job Search	http://mn.jobsearch.org	Emphasizes job application skills
Job Hunt	http://www.job-hunt.org	Meta-list of online job search resources
JobSmart	http://www.jobsmart.org	Job search tips and leads
JobWeb	http://www.jobweb.org	Database of job postings and employer profiles
The Riley Guide	http://www.dbm.com/jobguide	Comprehensive clearninghouse
What Color is Your Parachute?	http://www.jobhuntersbible.com/	Richard Bolles' best-seller
State Government Resources		
NC Assoc. of Independent College	http://www.nccihe.org	Provides access to private colleges and information
NC Careers	http://www.nccareers.org	State career information system
NC Community College System	http://bull.ncccs.cc.nc.us/	Provides access to system information
NC Department of Commerce	http://www.commerce.state.nc.us/	Workforce and economic development

Career and Job Information Sources on the Internet (free)

State Government Resources (cont.)	**Internet Address**	**Description**
NC Department of Public Instruction	http://www.dpi.state.nc.us	Public school information
NC Employment Security Comm	http://www.esc.state.nc.us/	Provides job listings and applications
NC Job Link (One-Stop Centers)	http://www.joblink.state.nc.us/	Access to job link sites
NC Mentor	http://www.ncmentor.org	Comprehensive NC educational information (part of UNC PATHWAYS Program)
NC Office of Personnel	http://www.osp.state.nc.us	North Carolina government jobs
NC SOICC	http://www.soicc.state.nc.us/soicc/	Provides access to each university
North Carolina School-to-Career	http://www.jobready.state.nc.us	School-to-Work System Workforce Outreach
University of North Carolina	http://www.northcarolina.edu/	Provides access to each university
Federal Resources & Initiatives		
America's Career Info Net	http://www.acinet.org	Occupational and labor market information
America's Learning Exchange	http://www.alx.org	"Yellow pages" of short term training
Bureau of Labor Statistics	http://www.stats.org	Information and access to OOH
National Skills Standards Board	http://www.nssb.org	Work/report on/by industry standards
National Center for Education Statistics	http://www.ed.gov/stats.html	Educational research and statistics
NCRVE	http://vocserve.berkeley.edu	National Center for Research on Vocational Education
Office of Vocational and Adult Education	http://www.ed.gov/offices/OVAE	Reports and policies
School-to-Work Gateway/office	http://www.stw.ed.gov	Primary source of STW information
Training Technlogy Resource Center	http://www.doleta.gov	Public employment and training system
US Department of Education	http://www.ed.gov	Education reports
US Department of Labor	http://www.dol.gov	Labor reports
Internet Resources for Counselors		
About Work	http://www.aboutwork.com	Student center for career exploration
American Counseling Assoc	http://www.counseling.org	Up to date counseling information
ACTE	http://www.avaonline.org	Association for Career and Technical Education
American Psychological Assoc	http://www.apa.org	Professional organization information
Amer. Soc. Of Association Exec	http://www.asaenet.org.	Professional organization information
CACREP	http://www.counseling.org/cacrep	Accreditation information
Career Key	http://www.ncsu.edu/careerkey/	Self assessment instrument and career planning tips
Center for Occupational R&D	http://www.cord.org	Features curriculum development
Chronicle of Higher Education	http://www.chronicle.com	News and information for higher education
College View	http://www.collegeview.com	College information and virtual tours
Counselor's Information Central	http://www.daoes.tec.il.us/davea/counselor.html	Targeted at high school guidance
Educational Resource InfoCenter	http://www.www.ed.gov/EdRes/EdFed/ERIC.html	Educational literature resources

Career and Job Information Sources on the Internet (free)

Internet Resources for Counselors (cont.)	Internet Address	Description
FAFSA	http://www.fafsa.ed.gov	Free Application for Federal Student Aid
Financial Aid	http://www.ed.gov/inits/stm/finaid.html	Financial aid assistance
Hot Mail	http://www.hotmail.com	Free E-mail addresses
ICESA	http://www.icesa.org	Interstate Conference of ESC
International Career Development Library	http://www.icdl.uncg.edu	Collection of full-text resources and practioneers corner
Military Careers	http://www.militarycareers.com	Military careers
National Assoc. of School Psych	http://www.naspweb.org	NASP information
National Career Dev Assoc	http://www.ncda.org/	Professional organization information
NC Counseling Association	http://www.greensboro.com/ncca	State Association news
Occupational Outlook Handbook	http://www.bls.gov/ocohome.htm	National resource for information about occupations
Peterson's Education Center	http://www.petersons.com	College and career information
The Schoolhouse Project	http://www.nwrel.org/sky/index	Counselor information from the schoolhouse project
Resumes		
Resume Broadcaster	http://www.resumebroadcaster.com	Created by JobBank USA
Resumes on the Web	http://www.resweb.com	Post a resume; job search
Internet Career Connection	http://www.iccweb.com	Online employment matching
Canadian Career Site	http://www.careerclick.com	Employment service in Canada
Subscription and Free Services		
NC Career Explorer (CX)	http://www.cxinfo.bridges.com	Tour free trail of comprehensive Career development library and services
Daily News	http://www.soicc.state.nc.us/soicc/	Daily News articles on careers education recreation (Career Awareness)
Career Pro News	http://www.bridges.com	Daily Links to hundreds of current articles of career professionals
Career Parent Magazine	http://www.careerparent.bridges.com	Weekly articles provides insights & activities for parents

ADDITIONAL RESOURCE –Publications

100 Best Careers for the 21st Century by Shelly Field: A comprehensive guide to 100 of the fastest growing occupations for the 21st century. An expert's list of all the best choices. (1996, Arco)

(The) American Almanac of Jobs and Salaries. John Wright (Avon). 1996. Known for its focus on salaries, benefits, and future career prospects for each career field.

Barron's 300 Best Buys for a College Education. New York, NY: Simon and Schuster, latest edition. Provides information to assist in the selection of a college based on value for your money.

Barron's Profiles of American Colleges. Hauppauge, NY: Barron's Educational Series. In-depth descriptions of more than 1650 schools, including facts you need to know, such as admission requirements, test scores, application deadlines and more. A comprehensive index of college majors is included.

Building a Quality Workforce (US Government Printing Office, 1991). Suggests that business and schools need to work together to help entry level workers to be better prepared for employment. Gives examples of community partnership which have been successful.

Cambridge Job Search Guide (Piney Mountain Press, 1992). This book is divided into three sections: Developing a Plan of Action, Investigating Where Jobs Are, and Succeeding in the Interview. It offers proven techniques, identifies marketable skills, using networking, etc. Appendices include Interest/Skill Self-Assessment, Resume and Letter Samples, Performance Phrase Checklist and Work Sheet, Job Search Contact Sheets, and a Job Search Planning Guide.

Career Choices (Lakeshore Learning Materials). Who Am I? What do I want? How do I get it? The 3-step Career Development Process helps students answer all three steps so they can define and work toward their career goals. Thought provoking text combined with exercises that foster self-awareness, identify strengths, skills and interests. Student books with Teacher Edition and workbooks.

Career Choices: A Guide for Teens and Young Adults –Who Am I? What do I Want? How do I Get it? Mindy Bingham & Sandy Stryker. (Academic Innovations). 1990. Teens and young adults discover their unique abilities and ambitions in relation to successful careers and lives.

Career Discovery Encyclopedia. Chicago, IL: J.G. Ferguson, latest edition. Provides information about careers in an easy ready format.

Career Guide to Industries (US Government Printing Office, 1994). Developed as a companion book to the OOH, it discusses careers from an industry prospective for each of the 40 diverse industries. It provides information on working conditions, training, outlook, wages and other facets of industrial employment.

Careersmarts: Jobs with a Future by Martin Yate; A wealth of practical, fact-based guidance on the most stable and rewarding jobs available in the years ahead.

Career World Magazine. Delran, NJ: Weekly Reader Corporation. The magazines introduce students to career and vocational opportunities giving them information on which fields are considered hot for the next century and explaining what type of training may be needed to for success.

Catalyst, Inc. *What to Do With Your Life.* New York, NY: Simon and Schuster, 1992. Includes information to help in the selection of a career.

Children's Dictionary of Occupations (CDOT), 2nd Edition. William Hopke and Barbara Parramore (CFKR, American Guidance Services, JIST Works) 1992, 1996 –CD ROM version. This 130-page book with color illustrations introduces elementary school children to the world of work and a variety (300) of occupations. Special sections highlights beginning jobs often held by teenagers (e.g. babysitter, camp counselor, etc.).

Children's Occupational Outlook Handbook. Linda Schwartz and Toni Wolfgang (CFKR, American Guidance Services). 1996. Soft cover and software includes information on 200 occupations and sections on "places to observe", "getting ready" and fun activities for elementary school students.

(The) College Major Handbook (CFKR Career Materials, Inc.) The College Major Handbook is a resource book that contains essential information needed for college major decision-making. The Major-Minor-Finder is a survey taken by students to pull together their career and college decision making plans.

(The) Dictionary of Occupational 7 Titles, 4th Edition (Compiled by US Department of Labor Bureau of Labor Statistics and published by the US Government Printing Office and: Opportunities for Learning, Inc., 1991; JIST, The Job Search People, 1992; and CFKR Career Materials, Inc.) A "must" for every well-equipped occupational information center. Recently updated. (If ordering from the Government Printing Office, you must include payment with order. The three commercial publishers listed will accept purchase orders.)

Do What You are: Discover the Perfect Career for You Through the Secrets of Personality Type. Paul and Barbara Tieger. (Little, Brown) 1995. Readers determine their true personality type through a self analysis. It offers specific career strategies on the strength of each type.

Electronic Resume Revolution: Creating a Winning Resume for the New World of Job Seeking by Joyce Lain Kennedy and Thomas Morrow (2nd ed., 1995). This reference provides hints for effective electronic resumes as well as lists of keywords scanners will look for in selecting resumes for review.

Encyclopedia of Careers and Vocational Guidance. 8th Edition, 2,200 pages and 1,000 illustrations in four volumes (Orchard House, Inc). One of the most complete and compact sets of up-to-date occupational information that is organized for easy access with indexing and cross-referencing. Outlined like the Occupational Outlook Handbook.

Exploring Careers –A Young Person's Guide to over 300 Jobs. (Compiled by the US Department of Labor). This 1994 JIST edition includes all 20,000 plus titles in the new Dictionary of Occupational Titles and the information is organized and designed with job seekers in mind. This book is more extensive that the enhanced GOE (EGOE).

(The Enhanced) Guide for Occupational Exploration. (JIST: The Job Search People, 1991). The EGOE organizes job titles into major interest groups, work groups, and subgroups and

includes the descriptions of basic duties and responsibilities for the 2,500 most important jobs that represent "access points" into the labor market.

(The) Gorman Report-Undergraduate: A Rating of Undergraduate Programs in American and International Universities. Ninth Edition. (National Education Standards). 1996. Reports the top undergraduate programs in more than 150 separate fields.

Helping Your Child Choose a Career. Luther B. Otto (JIST) 1996. Written for parents and their children, this book can help young people learn about careers through up-to-date information and advice on tomorrow's careers, technology, the global economy, labor force trends and selecting a paying for the corresponding education or training.

Hidden Job Market 1997: 2,000 Fast Growing High-Technology Companies That are Hiring Now. Sixth Edition. (Peterson's). 1996. Profiles 2,000 companies that added the most new employees to their payrolls in the past year.

High Impact Resumes and Letters. 3rd Edition (Impact Publications, 1993). Thirteen well-conceived chapters debunk resume myths and include necessary forms for producing and evaluating each resume section. The book promotes the larger career planning process of skills, objectives, research, networking, interviews, and negotiations, 363 pages.

Hook up, Get Hired! Joyce Laine Kennedy. (1995). Complete job-search book that advises the reader- whether a computer novice or and expert-on how to find current job posting on-line; how to post a resume, how to electronically research a company and how to network with others who share you interest.

Index of Majors and Graduate Degrees. New York, NY: Guidance Publishing, The College Board. Find out where you can study the major you want, at the degree level you need.

(The) Janus Employability Skills Program. (Fearon/Janus Education, 1993). Consists of seven books especially designed for students with special needs. Teacher Guide and Resource book also available.

Jobs Related Almanac: Third Edition. Les Krantz. (Wiley). 1995. Ranks 250 jobs by more than a dozen vital factors, including salary, stress, benefits, and more.

Job Search 101: *Getting Started on Your Career Path* by Marcia Fox, Ph.D., et al.; This book is filled with information and advise designed to give first time job searchers the edge for high school through adult audiences.

Job Skills for the 21st Century – A Guide for Students. Lawrence K. Jones (ORYX) 1996. A substative and imaginative book with great appeal and benefit to students, parents and teachers. *Job Skills* is personal, direct and highly relevant to the needs and interests of adolescents.

Knock 'Em Dead 1998: The Ultimate Job Seeker's Handbook by Martin Yate. Features sections on where the jobs are now and where they will be tomorrow, includes great answers to tough interview questions and advice on handling sticky situations.

Lovejoy's Career and Vocational School Guide. New York, NY: Simon and Schuster. A resource to guide students through the selection of appropriate career or vocational schools.

Lovejoy's Four-Year College Guide. New York, NY: Simon and Schuster. Provides information related to four-year colleges, including admission information.

Lovejoy's Two-Year College Guide. New York, NY: Simon and Schuster. Includes information about two-year colleges and the majors available.

Major Decisions: A Guide to College Majors. New Orleans, LA: Wintergreen/Orchard House. Determining a college major is serious business. Use of this resource will provide needed information.

Network Your Way to Jobs and Career Success. Ronald L. Kramnish, Ph.D., Caryle Rae Kramnish, Ph.D. (Impact Publications). Two leading employment experts provide practical guidance on how to organize effective job networks that lead to job interview and offers.

Occupational Outlook Handbook. (Superintendent of Documents, US Government Printing Office, 1996-97). The primary source for reliable occupational information since 1940. This handbook is updated every two years with a new edition. Orders to Government Printing Office must include payment. *Occupational Outlook Handbook* can be ordered (for a little less) from Careers, Largo, FL; and JIST Works on a regular school purchase order. Also available on the internet at http://stats.bls.gov/ocohome.htm

Peterson's Four-Year Colleges. Princeton, NJ: Peterson's Guides. Three books in one: (1) QuickFind college search indexes (2) Informative profiles of 2,000 colleges and universities (3) Detailed coverage of academic programs, campus life, athletics and more.

Peterson's Two-Year Colleges. Princeton, NJ: Peterson's Guides. Full-time, part-time, evening, weekend and co-op associate degrees, including specialty program for more than 1,500 community and junior colleges.

Ready for School – Ready for Work Series. National TeleLearning Network, Inc. 1996. Introduces career concepts into the general school curriculum through activities using skills and information appropriate to core subjects; art and music, health and PE, language arts, math, science, and social studies.

Realizing the Dream – Career Planning for the 21st Century. American College Testing Program and National Career Development Association. 1994. Provides background and information to assist in career planning for students, including a parent handbook.

Real People, Real Jobs: Reflecting Your Interests in the World of Work, by David Montross, *et al.*; Contains separate chapters that introduce job possibilities within John Holland's six major career categories and shows how to match such interests to specific careers.

Resume Builder & Career Counselor. Anna Murray. New York, NY: Kaplan Books. 1997. Advice from the real world – what hiring professionals love and hate to see on resumes. Includes CD-Rom featuring job descriptions, earning potential and training requirements for more than 12,700 jobs.

Resumes That Mean Business. David R. Eyler. Provides information for up-to-date resume preparation.

Succeeding in the World of Work. 5th Edition. (Glenco/Macmillan/McGrawHill, 1994). A well-written textbook that provides classroom instruction with real-life applications presented in conversational style that helps students anticipate, understand and succeed in the world of work, 442 pages. Teacher edition text, students activity book, teacher resouce binder, and test maker available.

Technical Education That Works for America. (National Association of Trade and Technical Schools, 1995). Reference source of determining accreditation of trade and technical schools in every state. Any schooling beyond high school costs quite a bit these days. Accrediation is your assurance that a private career school has met national standards of educational performance which have been established by an impartial, non-government agency.

Technical, Trade & Business School Data Handbook. New Orleans, LA: Wintergreen/Orchard House. Provides information for locating the right school for technical, trade and business writing.

Young Person's Occupational Outlook Handbook: Descriptions for America's Top 250 Jobs. (JIST Works). 1996. Covers the same 250 jobs as the adult version of the OOH, but written for grades 5-9.

What Color is Your Parachute? JIST- The Job Search People, 1998). The 1998 edition of Richard Bolles all-time best selling career-changing book. Revised annually, latest book is shorter and more readable.

State-developed Career Development Classroom Activity Books:

- University of Wisconsin, Madison, Center for Education and Work, "Developmental Guidance Activities:, K-3, 4-6, 7-9, 10-12. Cross reference between national career development competencies and classroom subject matter.
- Washington State Department of Education, "Career Development Activities K-12". (Available from NC DPI)

ADDITIONAL RESOURCES –Publishers

ACT Career Planning Services Educational Services Division Post Office Box 168 Iowa City, IA 52243	319-337-1566 404-231-1952
American Guidance Services 4201 Woodland Road Circle Pines, MN 55014	800-328-2560 612-786-5603 *FAX* 612-786-4343
American Vocational Association Department 93C 1410 King Street Alexandria, VA 22314	800-286-9972 ext. 317
Barron's Educational Series, Inc. 250 Wireless Boulevard Hauppauge, NY 11788	
Cambridge Job Search Post Office Box 2153, Department J01 Charleston, WV 25328-2153	800-468-4227
Career Communications, Inc. 6701 West 64th Street Overland Park, Kansas 66202	800-669-7795
Careers, Inc. Post Office Box 135 Largo, FL 34649	800-726-0441 813-584-7333
Center on Education and Work University of Wisconsin, Madison 964 Educational Sciences Building 1025 West Johnson Street Madison, WI 53706	800-442-4612 *FAX* 608-262-3063
C-F-K-R Career Materials 11860 Kemper Road, Unit 7 Auburn, CA 95603	800-525-5626 *FAX* 916-889-0433
Chronicle Guidance Publications 66 Aurora Street Moravia, NY 13118	800-622-7284 315-497-0492
COIN Education Products 3361 Executive Parkway, Suite 302 Toledo, OH 43606	800-274-8515 *FAX* 415-536-7056

Consulting Psychologists Press, Inc. 800-624-1765
Post Office Box 10096
Palo Alto, CA 94306

Creative Educational Video 800-992-9965
Post Office Box 66265 *FAX* 800243-6398
Lubbock, TX 79424-5265

Drake/Bean/Morin, Inc. 212-692-7329
100 Park Avenue
New York, NY 10017

Enter Here L.L.C 800-577-2271
1620 Central Street *FAX* 847-866-7207
Evanston, IL 60201

EDITS 619-488-1666
Post Office Box 7234 619-222-1666
San Diego, CA 92167

Fearon/Janus Education 800-877-4283
500 Harbor Boulevard 415-592-7810
Belmont, CA 94002

Ferguson Publishing Company 800-306-9941
200 West Jackson Blvd., Suite 700 *FAX* 800-306-9942
Chicago, IL 60606

Glencoe/MacMillian/McGraw-Hill 800-983-3992
Regional Office –Southeast USA 404-446-7493
6510 Jimmy Carter Boulevard
Norcross, GA 30071

Impact Publications 703-361-7300
Careers Department *FAX* 703-335-9486
9204-N Manassas Drive
Manassas Park, VA 22111

Job Jargon 800-736-0288
1027 Broadway Avenue
Bowling Green, KY 42104

JIST –The Job Search People 800-648-5478
720 North Park Avenue
Indianapolis, IN 46202-3431

Kaplan Books 1-800-KAP-ITEM
1230 Avenue of the Americas
New York, NY 10020

Lakeshore Learning Materials 2695 East Dominguez Street Carson, CA 90749	800-421-5354 *FAX* 310-537-5403
MacMillian New Media 124 Mount Auburn Street Cambridge, MA 02138	800-328-8830 617-661-2955 *FAX* 607-868-7738
National TeleLearning Network, Inc. Product Development Department 5801 River Road New Orleans, LA 70123-5106	1-800-432-3286 *FAX* 1-504-733-2232
NATTS –National Association of Trade And Technical Schools 2251 Wisconsin Avenue, NW Washington, DC 20006	202-333-1021
NC State Occupational Information Coordinating Committee (NC SOICC) Post Office Box 25903 Raleigh, NC 27611	919-733-6700 *FAX* 919-733-8662
Oklahoma Dept. of Vocational & Technical Education 1500 West Seventh Street Stillwater, OK 74074	405-743-5404 *FAX* 405-743-5142
Opportunities for Learning, Inc. 941 Hickory Lane, Dept. XG467 Mansfield, OH 44091-8103	800-243-7116 419-589-1700
Orchard House, Inc. 46 Love Lane Concord, MA 01742	800-423-1303 *FAX* 508-368-9472
ORYX 4041 North Central Avenue, Suite 700 Phoenix, Arizona 85012-3397	800-279-6799 *FAX* 800-279-4663
Peterson's Guides Post Office Box 2123 Princeton, NJ 08543-2123	800-EDU-DATA 609-924-5338
Piney Mountain Press, Inc. Post Office Box 86 Cleveland, GA 30528	800-255-3127 *FAX* 706-864-6712
Psychological Assessment Resources, Inc. Post Office Box 998 Odessa, FL 33556	800-331-TEST

Rick Trow Productions, Inc. Post Office Box 291 New Hope, PA 18938	800-247-9404 215-862-0900
Simon & Schuster 1230 Avenue of the Americas New York, NY 10020	
Smylie Educational Enterprises Post Office Box 37333 Charlotte, NC 28237	704-366-0019
Southwestern Publishing Company 5101 Madison Road Cincinnati, OH 45227	800-543-7972
Sunburst Communications, Inc. Post Office Box 40 Pleasantville, NY 10570	800-431-1934
Superintendent of Documents US Government Bookstore First Union Plaza, Suite 120 999 Peachtree Street, NE Atlanta, GA 30309-3964 **Note: Free Catalogue Payment required with orders.**	404-347-1900 *FAX* 404-347-1897
TESI –The Educational Specialists, Inc. Post Office Box 1222 Bonita Springs, FL 33959	800-633-6625
VGM Career Horizons 4255 West Touhy Avenue Lincolnwood, IL 60646-1975	800-323-4900 708-679-5500 *FAX* 708-679-2494
Walch J. Weston Publisher 321 Valley Street Portland, Maine 04104-0658	800-341-6094 *FAX* 207-772-3105
Weekly Reader Corporation 3001 Cindel Drive PO Box 8007 Delran, NY 08075-9979	1-800-446-3355 *FAX* 1-609-786-3360
Wintergreen Orchard House Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143	800-767-8420 x7109 *FAX* 630-467-6194

Career Development Resource Guide
and
User's Guide for
"Career Choices In North Carolina"

2000-2001

NORTH CAROLINA
SOICC

CG030710

School Version

**STATE OF
NORTH
CAROLINA**

Post Office Box 25903
Raleigh, NC 27611
Bus: (919) 733-6700
Fax: (919) 733-8662
http://www.soicc.state.nc.us/soicc/

State Occupational Information Coordinating Committee

October, 2000

Dear Colleagues,

Enclosed you will find the new and updated pages of the User's Guide for "Career Choices in North Carolina." Please add these to last year's Guide and discard only the pages we have replaced. Although we are no longer publishing the User's Guide in it's entirety, complete Guides will be available at the regional Career Choices Workshops this fall.

This year we have added more lessons plans new activities, and updates in the Education (III), Job Search (IV), and Additional Resources (V), Sections. There is a Revised Version of the Career Key for the Assessment Section (I), which is also available in the new on-line NC CAREERS on our web site.

Many thanks to all of you who contributed suggestions and evaluations for both "Career Choices in North Carolina" and the User's Guide. We continue to count on receiving your comments, so we can better meet the needs of your programs and your students.

Be sure to note this fall's Career Choices workshop schedule and join us for one in your region. Visit out home page (http://www.soicc.state.nc.us/soicc/) to find selections from these publications, including the Career Briefs, listing of all our products, training schedules, and the Career Explorer's "Daily News" feature. We look forward to hearing from you.

Sincerely,

Nancy H. MacCormac

Nancy H. MacCormac
Executive Director

Barbara Efird

Barbara M. Efird
Author, User's Guide

Barbara Wiggins

Barbara S. Wiggins
Author, User's Guide

Community College System
Department of Labor
Employment and Training

Department of Commerce
Department of Public Instruction
Services for the Blind
University of North Carolina

Department of Correction
Employment Security Commision
Vocational Rehabilitation Services

FALL WORKSHOP REGISTRATIONS

Using "Career Choices" Tabloid and User's Guide, School Version

Regional half-day workshops for school personnel to support school and classroom use of the "Career Choices" tabloid and User's/Resource Guide. The workshops are designed primarily for high and middle school counselors and IECs, and school teams of counselors, IECs and teachers. Workshops are scheduled from 9:00- 12:00. There is no registration fee.

Workshop Date	Location	Registration Deadline
October 24	Wake County Public Schools Staff Development Center, Raleigh	October 10
October 30	Cumberland County Schools Education Resource Center Fayetteville	October 16
October 31	Martin Community College Williamston	October 27
November 1	Buncombe County Schools Asheville	October 18
November 16	Charlotte-Mecklenburg Schools Charlotte	November 2
November 17	Guilford County Schools Greensboro	November 13

Registration Form

Please register me for the Career Choices Workshop

On (date) ______________________ at ______________________

Name ______________________ Position ______________________

School Name ______________________

School Address ______________________

____

School Phone ______________________ Fax ______________________

Please return registration form to:

NC SOICC- Career Choices
PO Box 25903
Raleigh, NC 27611
FAX (919) 733-8662

NORTH CAROLINA

SOICC

State Occupational Information Coordinating Committee

Career Information
Career and Occupational Information

Career Planning
Help with self-assessment, career exploration and job search

Products
Our Products and Services Catalog

Workshops
Schedule of Career Development workshops and system training

Online Services
Visit the Virtual library, Career Explorer or check our ***Daily News***

Links
Find education, job search, labor market and other useful links

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Mission **Members** **Staff**

What's NEW at SOICC?

Coming Soon NC CAREERS

Continual Site Update:
Site updated throughout the year with the latest information regarding our career development workshops, system training, product updates and more.

Daily News:
This exciting new feature brings you daily (Monday through Friday) updated career information articles designed to enhance career awareness and career exploration. There are career profiles and labor market analyses with NC – specific statistics, as well as useful career-related Internet site reviews.

Printable Forms & Publications:
Using the freely available Adobe Acrobat Reader browser plug-in, users can view and print a variety of forms and publications. Current items include product order forms and workshop schedule with others planned for near future.

On-Line Workshop Registration:
Register for any of our free career development workshops or for system training with our convenient on-line registration form.

http://www.soicc.state.nc.us/soicc/

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Lesson Plans

The following Lesson Plans focus on career development competencies in all areas: self-knowledge and career planning, occupational and education exploration, job search. A staff development Sample Workshop Outline and Activity Sheet is also included (p. 2 & 3) for teacher-counselor teams interested in developing additional subject-specific classroom lesson plans.

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SAMPLE WORKSHOP OUTLINE

Title: Career Development Workshop
Time: One to three six hour days (hours beyond six are for writing and critiquing activities)

Materials: Copies of the National Career Development Guidelines for each participant.
Competencies from the NC Programs of Study for the grade levels involved.
Goals for NC Counseling programs.
Paper, pens and pencils.
Chart paper and markers.
Activity sheets
Evaluation sheets (if appropriate)
Credit sheets (if appropriate)

I. An overview of the career planning process
    A. The significance of the National Career Development Guidelines
    B. The Goals for NC Counseling programs
    C. The National Standards for School Counseling Programs.

II. What are you already doing in your school?
    A. Brainstorm a list of school activities (i.e. character education)
    B. Have members of the group share with others those things on their list.
    C. Ask how each one could be linked to career awareness.
    D. Have groups locate examples from the standard course of study (Programs of Study) of things that are career-related.
    E. Have members of the group match these examples with competencies and indicators from the National Career Development Guidelines.

III. In groups of two, prepare a sample career development activity. Exchange activity with another group. Each group should see if they have enough information to teach the activity, or if not, list what they still need. Answer any general questions.

IV. Have each participant write an individual activity from one of the core curriculum areas. Exchange the completed activity with another participant. Critique the activity. Share that with the author of the activity. Answer any general questions.

V. Continue writing and critiquing activities until each participant has written four or five from different curriculum areas.
    A. Be sure to include healthful living and the arts.
    B. Be sure that special needs students have been included.

VI. Someone should be responsible for editing, duplicating and distributing the activities.

CAREER DEVELOPMENT ACTIVITY

TITLE:
SUBJECT AREA(S):
GRADE LEVEL(S):

CAREER DEVELOPMENT COMPETENCY:

CAREER DEVELOPMENT PERFORMANCE INDICATOR:

ACADEMIC OBJECTIVE:

ACTIVITY:

LEARNER OUTCOME

RESOURCES:

TIME REQUIRED

LESSON PLAN: Overview of *Career Choices*

ARTICLES: All

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
6. Gain skills to locate, understand and use career information.
12. Gain skills in career planning.

1. FOCUS AND REVIEW

- Presentation of Career Choices to demonstrate to students:
    - availability of career information at their school
    - connection between their education and their career goals
    - how occupations can be organized or classified for easier retrieval of information.

2. STATEMENT OF OBJECTIVES

- Student will understand the relationship between education and work.
- Student will learn how to locate, evaluate and interpret career information.
- Students will learn methods of classifying occupations.

3. TEACHER INPUT

- Ask the students, collectively in groups or the classroom as a whole, to list occupations that they know. Try to get at least 25-30 different careers written for all students to see.
- Define career clusters as an organizational system of classifying careers. Discuss how clustering can aid in doing career research. Return to the list of careers and discuss different ways they can be clustered.
- Instruct the class to find a career cluster from Career Briefs that is of interest to them.

4. GUIDED PRACTICE

- Discuss and clarify the headings on the Career Briefs (occupation, work description, education suggested, job outlook, etc.)
- Discuss the stated education requirements for various occupations.

5. INDEPENDENT PRACTICE

- Assign an appropriate research project. Activity #6 can be completed using information in *Career Choices* only. Activity #7 requires using information in *Career Choices* and other additional resources.

6. CLOSURE

- Inform students where in your school further career information is located. Inform students the role of technology and the internet in career information and encourage them to locate information to share at a later class time.

LESSON PLAN: Career Planning Process

ARTICLES: Career Planning, Self-Assessment

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

4. Understand relationship between educational achievement and career planning.
12. Understand career planning process; gain skills in career planning.

1. FOCUS AND REVIEW

- Presentation of the Career Planning Process to demonstrate to students:
  - -the process or method that they will utilize throughout their lives to reach their career goals
  - -the importance of starting with self assessment
  - -a method of assessing their interests, abilities, personality and values

2. STATEMENT OF OBJECTIVES

- Student will understand the career planning process.
- Student will learn how to assess their interests, abilities, personality and values.
- Student will learn methods of self-assessment and how it relates to their career choices.

3. TEACHER INPUT

- Define the career planning steps as described in *Career Choices*.
- Review components of self assessment. Explain the Holland Code and the concepts of working with people, data, things or ideas in relation to self and career exploration.

4. GUIDED PRACTICE

- Students should review the self-assessment pages. Ask the students which areas are most appropriate for them.
- Use Activity 3, The Career Key, to explain Holland's Personality and occupational themes.
- Discuss the concepts of working with people, data, things, or ideas in relation to self and career exploration.

5. INDEPENDENT PRACTICE

- Select another self-assessment activities from the User's Guide. Activity #1 uses People, Data, Things and Ideas classifications. Activity #2 uses career clusters from the Guide for Occupational Exploration.

6. CLOSURE

- Inform students how to bridge from self-assessment to career exploration in the Career Briefs by using the symbols for People, Data, Things or Ideas; the career clusters, and/or the Holland Codes. Use the summary sheet for each activity and file in student portfolios.

Technology Connection: Self-assessments are available on-line. *Career Explorer* has an assessment that provides career matches and connections to information about those careers. *North Carolina Careers* has an assessment and will also provide career matches.

LESSON PLAN: Career Decision-Making

ARTICLES: Career Planning and Self-Assessment

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

9. Understand how to make decisions and choose alternatives related to tentative educational and career goals.

1. FOCUS AND REVIEW

- Presentation of decision-making as:
  - a necessary skill to be developed before leaving high school
  - different decision making styles are unique to individuals
  - career decision-making is similar to other decisions people make throughout their day.

2. STATEMENT OF OBJECTIVES

- Student will identify the seven steps to decision-making.
- Student will apply the model to an everyday decision and a career decision.

3. TEACHER INPUT

- Plan an activity which requires the class to set goals. Re-visit the goal during various times in the quarter or semester to determine if the goal is still important to the class and if appropriate time is being dedicated to its completion.
- Set short-term goals for the class to have them experience the goal setting process.

4. GUIDED PRACTICE

- Discuss Myths about Career Decision-Making, User's Guide, p. II-19. Have each student learn the seven steps to decision making as it applies to all ordinary everyday events and how it applies to a career decision.
- Review the Seven Steps to Decision-Making, Activity 16, p. II-20.

5. INDEPENDENT PRACTICE

- Decision Making Worksheet, Activity 17, p. II-21.

6. CLOSURE

- Encourage students who have difficulty with decisions to discuss them with school counselors for further assistance. Often poor decision making is more than the lack of a model to follow and can be warning of poor self-esteem. Many students require lots of assistance with college and career decisions and other are able to move quickly through the process. Keep this lesson positive with information on how to seek further assistance at your school.

LESSON PLAN: Self-Assessment and Work Values

ARTICLE: Self-Assessment

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES

1.1 Identify and appreciate personal characteristics
10.2 Describe factors that determine lifestyles

1. FOCUS AND REVIEW

- Interactive discussion (Q & A) to help the students understand connections between their current life and their future life:
  How many hours per day do the students spend in school?
  Do they like what they are doing?
  How many hours do they think they will work per day?
  (During their working lives, most students will work 40-60 hours per week for 30+ years.)
  Will they choose the type of work they do based on what they like to do?

2. STATEMENT OF OBJECTIVES

- Students will brainstorm work values.
- Students will identify characteristics of the workplace that are important to them.

3. TEACHER INPUT

- Review the Self Assessment Section of *Career Choices* and discuss the definition of work values.
- Identify work values such as income, work setting (inside, outside, office, home, etc.), hours and days working, structured vs. non-structured environment, working with one's hands, relocation and travel, helping others, working alone, leadership, growth, etc.

4. GUIDED PRACTICE

- Form small groups of three to four students. Have students brainstorm and record a list of reasons for working or selecting a particular career.
- Record on the chalkboard all items identified by each group. You may want to do this in a round robin fashion so all groups have opportunity to participate.

5. INDEPENDENT PRACTICE

- Distribute Work Values Auction, Activity # 5a and ask students to complete.
- Each student may verbally share their highest bid or encourage students to place their name next to their highest value on the chalkboard.

6. CLOSURE

- Review assessment factors and work values and summarize the student choices.

Technology Connection: Using North Carolina Careers Software or Career Explorer, students may learn more about work values and characteristics of a career of their choice.

LESSON PLAN: Career Planning Pyramid

ARTICLE: Career Planning, Work Based Learning and Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

4.3 Describe how skills developed in academic and vocational programs relate to career goals.

9.4 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.

1. FOCUS AND REVIEW

- Discuss personal histories that illustrate a brief history of career development. Include information relating to high school experiences and after, which show the importance of education, planning and work-based learning.
- Students may complete one of the self-assessment units before this lesson.
- A review of SCANS skills found in the User's Guide should occur.

2. STATEMENT OF OBJECTIVES

- Students will use the career planning process.
- Students will identify strategies for career exploration and training during the next five years.

3. TEACHER INPUT

- Review Career Briefs with the students.
- Discuss the Career Planning and Work Based articles and processes.

4. GUIDED PRACTICE

- Students select a career of their choice from the "Career Briefs."
- Complete Activity # 12, SCANS Skills.

5. INDEPENDENT PRACTICE

- Assign Activity # 13, Skills Scavenger Hunt, for students to learn more about the importance of skills development in the workplace.
- The use of Activity # 15, Goal Setting, will help students create a plan for the next five years.
- Students are to complete the Career Plan Pyramid, Activity # 5b.

6. CLOSURE

- Students may share their Action Plans from the Career Plan Pyramid. Discuss who they should share this information with; friends, parents, guidance counselors, etc.

Technology Connection: The internet has several sites for exploration of the career planning process. Refer to the Resources section of the User's Guide.

LESSON PLAN: Career Awareness

ARTICLE: Self-Assessment and Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
1.1 Identify and appreciate personal interests, abilities and skills.
7.7 Demonstrate skills to assess occupational opportunities.

1. **FOCUS AND REVIEW**
   - Students will have opportunity to review assessment options and explore career options.

2. **STATEMENT OF OBJECTIVES**
   - Students will identify personal interests, abilities and skills.
   - Students will list a variety of career options.

3. **TEACHER INPUT**
   - Review the Assessment section of the tabloid to help students become familiar with information about various self-assessment tools.
   - Select a self-assessment tool to use with the students, such as "People, Data, Things, Ideas" or "The Career Key" found in the Assessment Section of this guide.

4. **GUIDED PRACTICE**
   - Students complete the assessment tool selected.

5. **INDEPENDENT PRACTICE**
   - Students complete the Career Alphabet, Activity # 5c.

6. **CLOSURE**
   - Review the careers identified by the students and the ones that are of particular interest to individuals. Discuss the connections between their individual career interests and responsibilities and activities related to various careers.
   - Pages could be posted or a bulletin board developed to illustrate various careers and highlight students' interests.

Technology Connection: Career Explorer's Daily News would provide a variety of new careers to add to the Alphabet. Using the Internet, students could locate careers to complete their Career Alphabet. An extension of the activity would be to research careers the students are not familiar with through use of the Internet.

LESSON PLAN: Career Exploration –Profiles

ARTICLE: Career Profiles and Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES

6.6 Identify individuals in selected occupations as possible information resources, role models or mentors.
6.1 Describe the educational requirements of various occupations.

1. FOCUS AND REVIEW

- Learning about careers through those involved in them helps students to understand the expectations of the job and to better plan their career path.

2. STATEMENT OF OBJECTIVES

- Students will learn about factors influencing career choices.
- Students will identify a career cluster of interest.
- Students will identify educational expectations for a career of choice.

3. TEACHER INPUT

- Review the Career Briefs section of the tabloid to help students become familiar with career options.
- Review Career Profiles provided in the tabloid. Additional career profiles may be secured from magazines or the Internet.
- Hand out Activity # 11, Career Informational Interview, or refer to questions in Career Choices.

4. GUIDED PRACTICE

- Students select one of the Career Clusters from the Career Briefs section. Students should sit in groups according to clusters to encourage sharing of information.

5. INDEPENDENT PRACTICE

- Students select and read one of the Career Profiles. Complete the Career Questions. Review the findings with their group and class.
- Each group identifies a career representative that they would like to have participated in Career Days.

6. CLOSURE

- Review factors which impact career choices.

Technology Connection: Using the Internet (Career Explorer is a useful site), complete chats with professionals in the field.

LESSON PLAN: Career Exploration -Non-Traditional Careers

ARTICLE: Non-Traditional Careers (located in the User's Guide) and Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

11.1 Identify factors that have influenced the changing career paths of women and men.

11.3 Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping.

1. FOCUS AND REVIEW

- Discussion with a review of stereotypical male/female jobs thirty years ago, when most mothers stayed home. How is life different today? How are job opportunities different?

2. STATEMENT OF OBJECTIVES

- Students will explore differences in attitudes toward work between women and men.

3. TEACHER INPUT

- Review Career Briefs with the students.

4. GUIDED PRACTICE

- Using the Career Briefs as a resource, students should list jobs which they perceive as being predominately male or female. List ten of each.
- Discuss the differences in the two lists. Are there differences in salary, where they work, the type of work they do, education required, status?

5. INDEPENDENT PRACTICE

- Review Activity # 9, Non-Traditional Careers.
- Students may write an article illustrating their selection of a non-traditional career and support for their position.
- Activity #11, Career Information Interview, could be used to gather information related to non-traditional careers. Encourage students to add questions to the interview to learn more about the rewards and challenges of non-traditional careers.

6. CLOSURE

- Ask students to share their thoughts from their articles and interviews.

Note: Students may wish to invite professionals working in non-traditional careers to speak to the class. To further help students understand the rewards and challenges, they may be encouraged to job shadow at the work site.

Technology Connection: Articles could be written using a word processing program. The article could be written in conjunction with an English teacher, utilizing a writing style identified in their curriculum. The internet could be used to explore non-traditional careers.

LESSON PLAN: Non-Traditional Careers

ARTICLES: Non-Traditional Careers, The Cost of Working, Career Briefs and Profiles

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
Understanding the continuous changes in male/female roles

1. FOCUS AND REVIEW

- Define non-traditional careers
- Divide the students into groups. Each group should create two lists:
  - Non-traditional careers for women
  - Non-traditional careers for men
- Discuss factors that may have impacted their choices

2. STATEMENT OF OBJECTIVES

- Students will access career development resources
- Students will use labor market information
- Students will consider non-traditional career opportunities

3. TEACHER INPUT

- Review Cost of Working article from Career Choices with students
- Review Career Briefs
- Highlight Non-Traditional Profiles

4. GUIDED PRACTICE

- Select an example of a non-traditional career for a male and a female. Create a chart on the blackboard identifying the education and salary level for each.

5. INDEPENDENT PRACTICE

- Each group is to create a chart and answer the following questions:
  - How do the educational requirements differ between non-traditional careers for men and women?
  - How do the salary levels differ between non-traditional careers for men and women?
  - Which non-traditional career would each member of the group consider interesting?

6. CLOSURE

- Each group should report their findings.

Technology Connection: Women's History website: www.womenshistory.com
The students could create spreadsheets or charts to reflect their findings.

LESSON PLAN: Career Women

ARTICLES: Non-Traditional Careers

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
Understanding the continuous changes in male/female roles

1. **FOCUS AND REVIEW**
   - Define non-traditional careers
   - Create a list of famous career women on the blackboard using a brainstorming format
   - Review concepts of the lesson

2. **STATEMENT OF OBJECTIVES**
   - Students will identify career women in history
   - Students will define non-traditional careers
   - Students will complete a research project about career women

3. **TEACHER INPUT**
   - Review Non-Traditional Careers Activity #9a
   - Review information gathered from the women's history website: www.womenshistory.com
   - Review expectations of the research paper

4. **GUIDED PRACTICE**
   - Discuss one of the Career Women from Activity #9b
   - Identify resources used to gather information about this Career Woman
   - Visit the Media Center Coordinator to review research processes

5. **INDEPENDENT PRACTICE**
   - Complete Activity #9b

6. **CLOSURE**
   - Each student provides a synopsis of their research to the class

Technology Connections: This information could be inserted into a tri-fold pamphlet format or a PowerPoint or HyperStudio presentation. Students could complete their research on-line.

LESSON PLAN: Entrepreneurs

ARTICLES: Entrepreneurs, Career Briefs and Profiles

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
Skills to locate, evaluate, and interpret career information

1. **FOCUS AND REVIEW**
   - Define entrepreneur
   - Review Career Choices articles
2. **STATEMENT OF OBJECTIVES**
   - Students will define entrepreneur
   - Students will identify entrepreneurs
   - Students will complete research about entrepreneurs
3. **TEACHER INPUT**
   - Review Activities #10a and 10b
4. **GUIDED PRACTICE**
   - Discuss one of the entrepreneurs from Activity #10b
   - Identify the resources used to gather information about this entrepreneur
   - Ask the Media Center Coordinator to review research processes
5. **INDEPENDENT PRACTICE**
   - Complete Activities #10a and 10b
6. **CLOSURE**
   - Each student provides a synopsis of their research to the class

Technology Connection: This information could be inserted into a tri-fold pamphlet format or PowerPoint or HyperStudio presentation. Students could complete their research on-line.

LESSON PLAN: The Cost of Working

ARTICLE: Cost of Working and Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

7.10 Demonstrate skills necessary to function as a consumer and manage financial resources.
10.3 Describe ways in which occupational choices may affect lifestyle.

1. **FOCUS AND REVIEW**
   - Interactive discussion about cost of working. Ask students about the living costs that they currently have. What kind of car do they/would they like to drive? Where do they like to vacation? Where would they like to live? Reflect current costs.
2. **STATEMENT OF OBJECTIVES**
   - Students will identify a career and corresponding salary.
   - Students will complete a budget.
   - Students will compare dollars spent according to income.
3. **TEACHER INPUT**
   - Review Career Briefs with the students to prepare them to select a career to explore.
   - Review the article, "Cost of Working."
4. **GUIDED PRACTICE**
   - Guide students through the selection of an appropriate career.
5. **INDEPENDENT PRACTICE**
   - Students should calculate the monthly income from the career they have selected.
   - Students should complete the budget found in the "Cost of Working" article.
   - Using a newspaper, have student's "shop" for items which fit into their budgets.
6. **CLOSURE**
   - Review the student findings, helping them to recognize that lifestyles are impacted by our career choices.

Technology Connection: Using spreadsheets, have students compare their salaries and budgets. Using the Internet, shop for items which fit within their budgets.

LESSON PLAN: Career Days

ARTICLE: Career Briefs, Cost of Working

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES

6.6 Identify individuals in selected occupations as possible information resources, role models or mentors.

8.1 Describe the effect of work on lifestyles.

10.6 Describe different career patterns and their potential effect on family patterns and lifestyle.

A Career Day may be set up in a number of scenarios:

1. Organize a day that provides speakers to represent student interests through a survey of your students and provide opportunity for students to rotate through the speakers.
2. Connect speakers to subject matter, such as math or science, and partner with subject matter teachers to invite speakers to their classes.
3. Use Career Pathways to determine guest speakers.
4. Set up a Career Fair where students tour career tables and informally interview the professionals.
5. Using the Career Cluster groups from the Career Profile lesson, select representative speakers.

1. FOCUS AND REVIEW

- Learning about careers through those involved in them helps students to understand the expectations of the job and to better plan their career path.

2. STATEMENT OF OBJECTIVES

- Students will learn about factors influencing career choices and lifestyles.
- Students will interact with professionals from the working world.

3. TEACHER INPUT

- Review the Career Briefs section of the tabloid to help students become familiar with information needed from professionals to learn about of career expectations, impact on lifestyles and family patterns.
- The class should select which career professionals will be invited to participate in the Career Day based on suggestions from the career cluster groupings. During a 50+ minute class, several speakers could participate in ten-minute presentations.
- Introduce the career speakers.

4. GUIDED PRACTICE

- Review the section featuring Cost of Working and reflect on factors which impact lifestyles.
- Students create questions to ask the career speakers. Refer to Activity # 11, Career Informational Interview.

5. INDEPENDENT PRACTICE

- Students listen to the speakers and complete their questionnaire.

6. CLOSURE

- Draw conclusions with regard to similarities and differences in career expectations and impact on lifestyles and family patterns.

Technology Connection: Students could use a word processing program to create their Career Day questions, create letters of invitation for the Career Day participants, or develop thank-you letters.

LESSON PLAN: Lifestyles of the Working World

ARTICLES: Career Planning, Self-Assessment, The Cost of Working

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

8. Understanding how societal needs and functions influence the nature and structure of work.
10. Understand the interrelationship of life roles.

1. FOCUS AND REVIEW

- Review the Career Planning Process and Self Assessment sections in the User's Guide and *Career Choices.* Review The Cost of Working in *Career Choices.*

2. STATEMENT OF OBJECTIVES

- Students will consider lifestyle choices.
- Students will compare lifestyle options as determined by career choices.

3. TEACHER INPUT

- Define lifestyle.
- Review the Career Planning Process, Self-Assessment and Cost of Working sections with the students.

4. GUIDED PRACTICE

- Students should brainstorm lifestyle factors in small groups. Create a list for the whole class to view using a chalkboard, posters or the computer.
- Discuss lifestyles of various people they know or have heard about. Let the students introduce those they would like to discuss, such as Michael Jordan, the president of the United States, Bill Gates with Microsoft, etc. Encourage students to consider the lifestyles of people in their community, including parents and grandparents.
- Discuss cost of living as reflected in The Cost of Working section.

5. INDEPENDENT PRACTICE

- Complete Activity 4, Lifestyle Considerations. Students could prepare posters showing their lifestyle preferences.
- Students should select a career from *Career Briefs* and prepare to discuss the lifestyle provided through that career. This may include selection of housing options and completion of a budget.

6. CLOSURE

- Contrast the different lifestyles selected by the students to those discussed earlier. Have students discuss ways to achieve their desired lifestyles.

Technology Connection: *North Carolina Careers* has information which could be used with this lesson. *Career Explorer* has an assessment which could be completed, careers selected and lifestyles considered based on that information. Students could send e-mail questions in reference to lifestyle.

LESSON PLAN: Career Trends and Skills

ARTICLES: Career Exploration –Trends and Profiles

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

4. Understand relationship between educational achievement and career planning.
8. Understand how societal needs and functions influence the nature and structure of work.

1. FOCUS AND REVIEW

- Presentation of the changing world of work. Topics to include identifying new trends in NC and in the nation. The effect the trends have on occupations.

2. STATEMENT OF OBJECTIVES

- Student will identify the several new trends in the labor market.
- Student will learn what employers are looking for in these occupations; what skills are required in the workplace.

3. TEACHER INPUT

- Discuss the SCAN Skills, User's Guide, pp. II-12-14 with students. Have the students choose someone in their home, school or community with whom they will discuss the SCANS Skills to determine which skills are utilized in their occupation.
- Discuss the need for new skills for the new career trends.

4. GUIDED PRACTICE

- Activity 13, Skills Scavenger Hunt. Practice in class with a volunteer, parent or worker in your school. Have the students add questions they would like to discuss also.

5. INDEPENDENT PRACTICE

- Activity 13, Skills Scavenger Hunt. Have the student complete an interview with someone of their choice asking them these questions and how their job has changed over the last 5, 10, or 15 years.

6. CLOSURE

- Students are expected to learn and reflect on the changes of the economy, labor market and how these projections may effect their career choice. In this exercise the purpose is to accumulate information on various skills, the changes in the skills needed for today's jobs and also to increase their skills in communications and interviewing.

LESSON PLAN: Tomorrow's Jobs: What's Hot?

ARTICLE: Career Exploration

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

6. Skills to locate, evaluate and interpret career information.
8. Understanding how societal needs and functions influence the nature and structure of work.

1. FOCUS AND REVIEW

- Review the Career Exploration section in *Career Choices* and Activity 8, Job Outlook in the *User's Guide*. Familiarize yourself with North Carolina's Occupations with the Most Annual Openings and Occupations with the Fastest Annual Growth Rate. Remind students as they review the occupations, that career exploration includes several factors including assessment of skills, interests and aptitudes.

2. STATEMENT OF OBJECTIVES

- Student will review information about occupations with the most annual openings and occupations with the fastest annual growth rate.
- Student will gather information pertaining to a specific career with an above average outlook.

3. TEACHER INPUT

- Using *Career Choices*, review the Career Exploration article with the students.
- Define the difference between occupations with the most annual openings and occupations with the fastest annual growth rate.

4. GUIDED PRACTICE

- Complete Activity 8, Job Outlook.

5. INDEPENDENT PRACTICE

- Each student should select one of the careers from either the Occupations with the Fastest Annual Growth Rate or Occupations with the Most Annual Openings.
- Complete Activity 7, p. II-5.
- Students could complete a survey of the want ads to determine advertised demand and create a graph.

6. CLOSURE

- Create a bulletin board illustrating occupations with the fastest annual growth rate and occupations with the most annual openings using the information the students have gathered. The bulletin board could be placed in the Career Center or some place where others could view the information.

Technology Connection: Use PowerPoint or HyperStudio and have each student create a presentation about the career they selected. Create a graph illustrating facts about each of the careers, such as comparison of salary levels, education levels, etc.

LESSON PLAN: Hear Ye, Hear Ye, Read All About It!

ARTICLE: Career Briefs and Profiles and Career Research on the Internet

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

3. Understand the impact of growth and development.
5. Understand the need for positive attitudes toward work and learning.
6. Gain skills to locate, evaluate and interpret career information.

1. FOCUS AND REVIEW

- Teacher and students should become familiar with *NC Career Explorer's Daily News* on the SOICC web site (www.soicc.state.nc.us/soicc/) or direct subscription service.

2. STATEMENT OF OBJECTIVES

- Student will become aware of new careers and internet career exploration.
- Student will research career information.

3. TEACHER INPUT

- Illustrate *Career Explorer* for the students.
- Copy one of the *Daily News* segments to show the students the type of information available.
- Assign a student per day, until each student has an assigned day, to print a copy of the *Daily News*.

4. GUIDED PRACTICE

- Using a sample of the *Daily News*, discuss the types of information that can be gathered. Instruct each student to select a career that may be connected to the sample (this does not need to be a career that the student is interested in personally pursuing, but is to be used an illustrative example). Ask students to move into groups according to similar choices.
- Review the *Career Briefs and Profiles* to identify additional information about careers.
- Instruct each group to develop a profile of the group's identified career and share the information with the class.

5. INDEPENDENT PRACTICE

- Each student prints the *Daily News* for a different day.
- Each student prepares a profile of a career identified from the *Daily News*, adding NC information from the *Career Briefs* and other resources. (see Career Research, Activity 7)
- Each student presents his/her profile to the class. This may be completed through an oral report, poster, power point, or other presentation format.

6. CLOSURE

- Review the career exploration process and resources used.

Technology Connection: Additional on-line resources could be used for gathering profile information.

LESSON PLAN: Education Planning

ARTICLES: Education and Training, Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

4. Understand the relationship between educational achievement and career planning.
12. Gain skills in career planning

1. FOCUS AND REVIEW

- Presentation of various educational programs will demonstrate to students:
    - the value of continuing their education
    - a method of determining the amount of education needed for various careers
    - the connection between education/training and career choices.

2. STATEMENT OF OBJECTIVES

- Student will understand the various education routes (2 yr., 4 yr., professional, apprenticeships, OJT, etc.).
- Student will learn how to access information about NC post-secondary schools.

3. TEACHER INPUT

- Discuss with students the concept of life long learning. Give examples of how the workforce continues to be re-trained through staff development, workshops, and continuing education.
- Discuss the various routes of further education. Give examples of occupations that require a 2 yr. Degree, 4 yr. Degree and further education.

4. GUIDED PRACTICE

- Give students a pre-test on where to find post-secondary information at your school. This should include information about the military, scholarships, and financial aid.
- Discuss with students how to choose a post-secondary school in relationship to their aptitudes and interests.

5. INDEPENDENT PRACTICE

- Review Activity 18b, Choosing a College, User's Guide, p. III-2.
- Assign a writing assignment in which a student requests information from a college or scholarship foundation. This mock writing assignment will encourage students to find addresses and practice writing for information prior to their senior year.
- May use Activity 18a, if time permits.

6. CLOSURE

- Inform students on how to locate information via the internet, or other computerized college information databases if available at your school. Inform students of how your school informs them about college representatives visiting your school, college days, and policies on visiting schools of their choice.

LESSON PLAN: Lifelong Learning

ARTICLES: Career Briefs & Profiles, Education & Training, Training Choices

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

4. Understanding the relationship between educational achievement and career planning.
12. Gain skills in career planning.

1. FOCUS AND REVIEW

- Review the Education and Training section of the User's Guide and Career Briefs. Review the articles in *Career Choices.*

2. STATEMENT OF OBJECTIVES

- Student will review educational options.
- Student will create an educational timeline.

3. TEACHER INPUT

- Review educational options with students using *Career Choices.*
- Discuss lifelong learning.
- Review timelines, possibly using your own as a model, to illustrate how education and work impact our lives.

4. GUIDED PRACTICE

- Each student should select a career from *Career Choices* and decide on an educational level that they would like to follow according to the options provided in the *Career Briefs.*

5. INDEPENDENT PRACTICE

- Each student should construct a timeline using Activity 18a.

6. CLOSURE

- Create a bulletin board illustrating the students' forecasted timelines. Have the students share their forecasts with the class and their reasons for selecting these patterns.

Technology Connection: Timelines could be created through a graphing process on the computer. Students could enter their data to determine the forecast of average years of working and education.

LESSON PLAN: Networking

ARTICLE: Networking

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

6.6 Identify individuals in selected occupations as possible information sources, role models or mentors.

1. **FOCUS AND REVIEW**
   - Discuss personal histories that illustrate "who you know is where you go". Include information relating to high school experiences and after, which show the importance of contacts, mentors, experiences. Activity # 5d in the User's Guide, Family Job Tree, may be used as a tool to focus students.

2. **STATEMENT OF OBJECTIVES**
   - Students will identify possible contacts to assist in their career development.
   - Students will complete networking steps.

3. **TEACHER INPUT**
   - Review the Networking article with the students.
   - Review letter writing and proper telephone procedures.

4. **GUIDED PRACTICE**
   - Complete Activity # 25, Networking Map.
   - Students are to list possible contacts related to their career interests. Refer to Activity # 26, Telephone Script for Networking Contact.

5. **INDEPENDENT PRACTICE**
   - Prepare a letter or script to telephone one of the contacts.

6. **CLOSURE**
   - Review the importance of networking.

Technology Connection: Letters or scripts may be developed using a word processing program. Students may choose to e-mail their contacts.

LESSON PLAN: Job Seeking Skills

ARTICLES: Job Search

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
7. Gain skills to prepare to seek, obtain, maintain and change jobs.

1. **FOCUS AND REVIEW**
   - Presentation of job search skills needed to find a job. Job search skills include networking, resume and cover letter writing, interviewing and follow-up procedures.

2. **STATEMENT OF OBJECTIVES**
   - Student will identify at least 5 people that are in their job search network.
   - Student will learn various job search methods.
   - Student will learn effective writing skills for resumes, cover letters, thank-you letters.
   - Students will learn effective interviewing skills.

3. **TEACHER INPUT**
   - Discuss the importance of effective job search skills to students. Give examples of various forms of resumes and cover letters. Critique the examples as a class.
   - Discuss the interview process and what employers are looking for as a response.

4. **GUIDED PRACTICE**
   - Role play an interview with a few students. Have the class critique the response using Activity #22 in the User's Guide, p. IV-19.

5. **INDEPENDENT PRACTICE**
   - Assign students to complete a resume and cover letter for a job they are interested in applying for.
   - Ask students to have one person from their network to critique their resume.

6. **CLOSURE**
   - Discuss with students the times in which an employment application is appropriate and when a resume is more suitable. Instruct students on information on finding jobs through the internet.

LESSON PLAN: Job Search Using the Classified Want Ads

ARTICLES: Job Search, Interviews and Applications

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
7. Skills to prepare to seek, obtain, maintain and change jobs.

1. FOCUS AND REVIEW

- Newspapers are readily accessible to most students and provide a resource for them to learn more about jobs in their local area. Review information in *Career Choices*; Job Search, and Interviews and Applications to prepare students for a job search and the completion of an application.

2. STATEMENT OF OBJECTIVES

- Student will comprehend the layout and information provided in classified want ads.
- Student will complete a job application.

3. TEACHER INPUT

- Give each child a section of the newspaper with classified want ads.
- Review the want ads with the students to help them understand the layout.
- Review the proper method of completing an application.

4. GUIDED PRACTICE

- Hand out Activity 27 and review. Students should complete and the teacher should lead a class discussion to ensure comprehension.
- Complete Activity 28.

5. INDEPENDENT PRACTICE

- Students should select a job from the want ads. Have students write a paragraph explaining the expectations of the job, including any information given, such as experience needed, salary level, location, etc.
- Students should review their application to determine whether or not their information reflects the needs of the ad.

6. CLOSURE

- Have students share information about their want ad and what experiences they might add to their application to create a match between their application and the want ad, such as jobs they might participate in, additional years of experience or education, etc.

Technology Connection: Instead of using the local print newspaper, access on-line classified want ads. Students could complete their paragraph using a word processing program.

LESSON PLAN: Career Keno

ARTICLE: All; Career Exploration

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

2. Gain skills to interact positively with others.

6.3 Demonstrate skills in using school and community resources to learn about occupational groups.

1. **FOCUS AND REVIEW**
   - Review *Career Choices* and the *User's Guide*.

2. **STATEMENT OF OBJECTIVES**
   - Student will become familiar with activities and resources related career exploration.
   - Student will share information and experiences about career exploration with others.

3. **TEACHER INPUT**
   - Review *Career Choices* with the students.
   - Outline plans for the career development units.

4. **GUIDED PRACTICE**
   - Students review the Career Keno, Activity #29, p. IV-33.
   - Teacher helps students to understand the process.

5. **INDEPENDENT PRACTICE**
   - Students complete Career Keno.

6. **CLOSURE**
   - Encourage students to share their findings from the Keno. Connect the information they have gained to planned career development units. (You could create your own Keno according to the lesson you are presenting, e.g. self-assessment, career exploration, education and training, job search.) This game may be used also as a get acquainted activity.

BRIDGES
NORTH CAROLINA

LESSON PLAN: Career Explorer

AUDIENCE: This lesson may be used with students, teachers, parents or others

ARTICLES: Daily News under Internet Services at www.soicc.state.nc.us/soicc/

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
Skills to locate, evaluate, and interpret career information

1. **FOCUS AND REVIEW**
   - Introduce the audience to the process of accessing the web site
2. **STATEMENT OF OBJECTIVES**
   - Students will explore the Career Explorer's Daily News
   - Students will identify useful components
3. **TEACHER INPUT**
   - Review the features of the Daily News and its uses for the audience
4. **GUIDED PRACTICE**
   - Examine one of the links
5. **INDEPENDENT PRACTICE**
   - Participants examine links
   - Participants identify a link to share with the group, explaining why they consider this to be useful information
6. **CLOSURE**
   - Participants share identified link with group

Note: Career Explorer is a subscription service at http://nccx.bridges.com The Daily News is a free service found at the NCSOICC website.

LESSON PLAN: National Career Development Month Poster and Poetry Contest

www.soicc.state.nc.us/soicc/ or NCSOICC Office – (919) 733-6700

ARTICLES: Career Development Month

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
Understanding the need for positive attitudes toward work and learning

1. FOCUS AND REVIEW

- Access and review the National Career Development Month contest information on the NCSOICC web site
- Review Career Choices in North Carolina tabloid and select articles to focus students on current poster/poetry contest themes

2. STATEMENT OF OBJECTIVES

- Students will review career information related to the poster/poetry contest themes
- Students will select a sub-theme for their poster or poem
- Students will complete a poster or poem

3. TEACHER INPUT

- Present contest guidelines
- Review pertinent career information from Career Choices in North Carolina tabloid
- Discuss procedures for completing a poster or poem

4. GUIDED PRACTICE

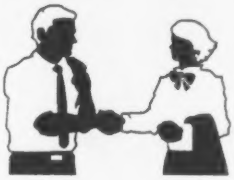
- Brainstorm possible topics
- Create a group poster or poem

5. INDEPENDENT PRACTICE

- Student selects topic
- Student gathers information to feature in the poster or poem
- Student completes poster or poem

6. CLOSURE

- Students present posters or poems to class
- Posters and poems are judged and sent to the next level of competition



LESSON PLAN: Community Connections
Identify several companies willing to bring equipment associated with their industry to your campus. This might include a news van, Armed Services equipment/vehicles, emergency service equipment/vehicles, scuba diving equipment, cardiac test equipment, race car, etc. Invite each company to participate in interactive activities. Consider selecting companies to reflect career pathways, specific occupational groups, or the range of occupations within their industry.

ARTICLES: Career Exploration, Career Briefs and Profiles

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
Skills to locate, evaluate, and interpret career information

1. **FOCUS AND REVIEW**
   - Present an overview of the participating companies
   - Review the Career Exploration, Career Briefs and Profiles articles
   - Create a questionnaire for students to complete as they interview and interact with the Community Connections participants and their equipment

2. **STATEMENT OF OBJECTIVES**
   - Students will interact with career professionals
   - Students will interpret information received from career professionals and report to their peers

3. **TEACHER INPUT**
   - Discuss the setup of Community Connections
   - Discuss the value of talking with career professionals

4. **GUIDED PRACTICE**
   - Present the questionnaire and discuss expectations

5. **INDEPENDENT PRACTICE**
   - Students interact with Community Connections participants
   - Students complete questionnaires

6. **CLOSURE**
   - Students report their findings
   - Students complete thank you notes for Community Connections participants

Technology Connection: Students could research information about Community Connections participants on the internet. Posters or brochures could be developed to advertise Community Connections using computer software programs. Students could send their thank you notes via e-mail.

Dear Parents

LESSON PLAN : **Parent Connections**
ARTICLES: "Pathways to Success" Guide
Available from: North Carolina School-to-Work Office
(919) 733-1377 (800) 500-9675
User's Guide Section V, Parents as Partners

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:
Skills to locate, evaluate and interpret career information

1. **FOCUS AND REVIEW**
    - Review the Pathways to Success Career Planning Resource for Parents and Students
2. **STATEMENT OF OBJECTIVES**
    - Participants will explore career interests
    - Participants will complete a self-assessment
    - Participants will administer a self-assessment
3. **TEACHER INPUT**
    - Discuss the Introduction in the Pathways for Success Career Planning Resource for Parents and Students
    - Review the Getting Started section
    - Discuss Exercise #2: What Are Your Career Interests?
4. **GUIDED PRACTICE**
    - Complete Exercise #2 with the parents
    - Discuss their outcomes and impressions
5. **INDEPENDENT PRACTICE**
    - Parents complete Exercise #2 with their student
6. **CLOSURE**
    - Parents discuss student results
    - Parents consider additional career planning needs with their student

Technology Connection: Access the School-to-Career website: www.jobready.state.nc.us.
Access the Dear Parents website: www.dearparents.com
Access and complete The Career Key assessment instrument on-line in NC Careers: www.nccareers.org or www.ncsu.edu/careerkey/
Access the Career Parent Magazine: http://careerparent.bridges.com

I

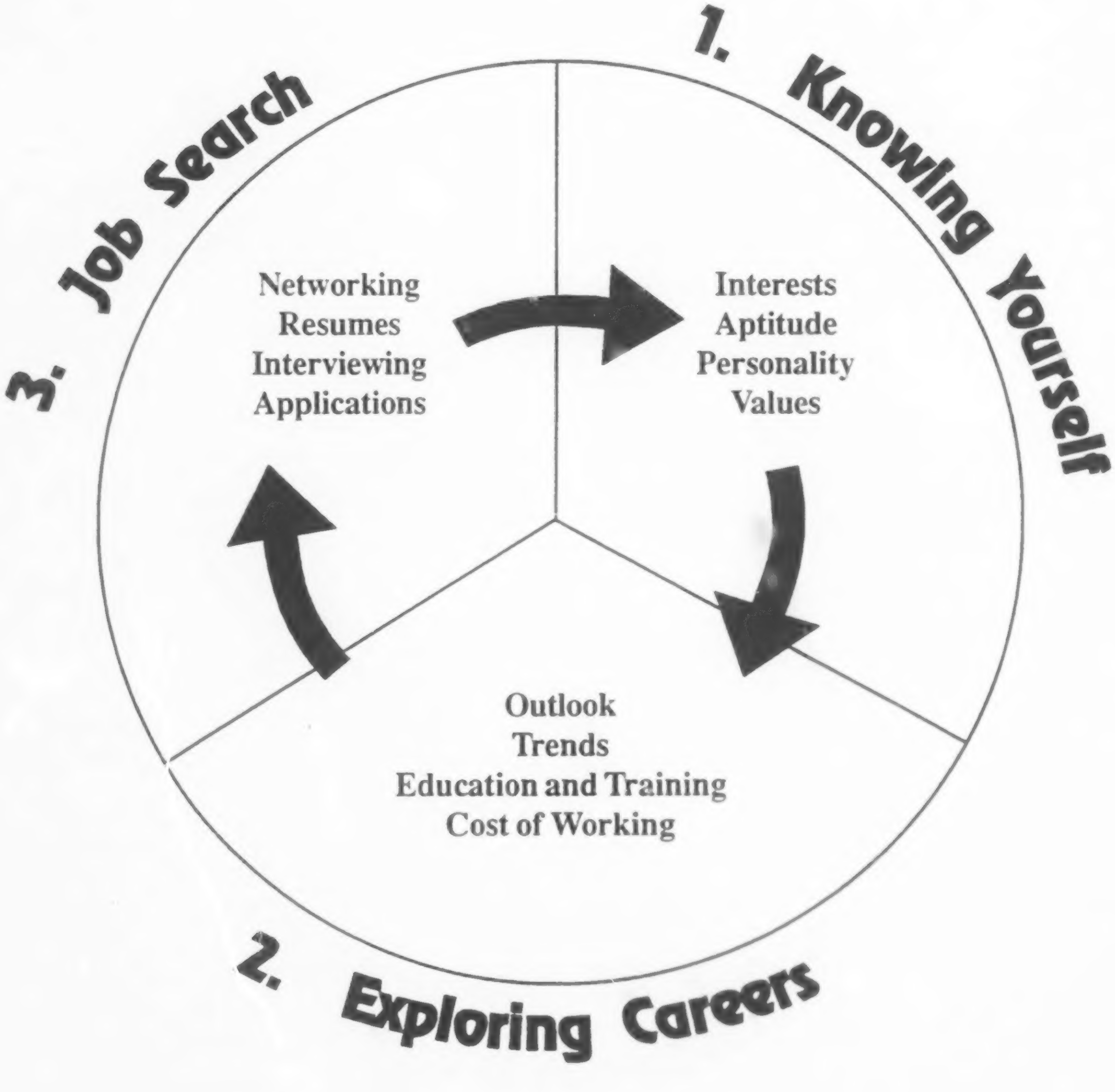
SELF ASSESSMENT

Career Planning Process

The career planning process is a continuous circle divided into three parts:

1. **Knowing Yourself - Self Assessment**
2. **Exploring Careers - Learn About Occupations and Education Requirements**
3. **Job Search - Learn Job Seeking Skills**

Below you will find the sections in Career Choices and activities in the User's Guide that correspond to the three parts.


1. Knowing Yourself
Interests
Aptitude
Personality
Values
2. Exploring Careers
Outlook
Trends
Education and Training
Cost of Working
3. Job Search
Networking
Resumes
Interviewing
Applications

SELF ASSESSMENT

Self assessment is the process of " knowing oneself". It is taking an inventory of someone's likes, dislikes, skills, abilities, personal characteristics, values, wants and needs. It is the first part of the career planning process. Before clients/students can determine what it is they would like to do in their career, they first need to discover who they are. People change, grow and develop. Therefore it is necessary for everyone to re- assess themselves periodically in relationship to their career goals.

Self assessment includes evaluating one's:

- interests
- skills/abilities
- personality
- values
- lifestyle

The worksheets and exercises in this section can help individuals synthesize and organize information about themselves.

Activity 1. "People, Data, Things, Ideas" –organize students' interest, skills and personality into similar categories of people, data, things, or ideas. The summary sheet on I-8 bridges the self-assessment to career exploration.

Activity 2. "Career Assessment Guide" –is a self-assessment activity based on the Guide for Occupational Exploration. It offers students a link from the career clusters in the GOE to the occupational brief clusters in Career Choices.

Activity 3. "The Career Key" is a formal assessment developed by Lawrence K. Jones, Ph.D. It is based on Dr. John Holland's theory of six personality types and the corresponding six work environments. Copies of "The Career Key" may be used for non-profit public use, provided that notice of copyright is affixed to each copy. Following "The Career Key" are possible handouts which relate personality, work environments, sample occupations and college majors to Holland RIASEC Codes.

Activity 4. "Lifestyle Consideration" –can be included with any of the above activities. This assesses students' hobbies, work and non-work past times and how they can affect one's career decisions.

Activity 5 (a-d). -are assessment-related activities which can be used with, or in addition to those above.

Self-assessment summaries and synthesizing activities will help the student formulate career goals and paths. Often seen as a painstaking process, it proves to be quiet successful when related to the end result –satisfying employment.

Activity 1. People, Data, Things, Ideas

INTERESTS

Interests are the things you enjoy doing. Your likes and dislikes in your work and hobby activities will help you plan for careers which best match you. The more interest you have in your work, the happier you will be on the job.

The following interest inventory activity will help you organize your likes and dislikes into 4 categories: people, data, things, or ideas.

Directions: In each section (A-D), answer every question with a check in the Yes or No box. When you have answered all the questions, total all the Yes's for each section and fill in the blanks at the bottom of the page.

A. People

Do you like to:	Yes	No
Entertain a child		
Listen to a friend's personal problems		
Teach someone how to do something		
Help someone who is sick		
Lead a group or club activity		
Work with the public		
Run for an office		
Sell a product		
Total Yes		

B. Data

Do you like to:	Yes	No
Research a topic of interest to you		
Be treasurer of a club		
Work scientific experiments		
Work with numbers/statistics		
Figure a car's gas mileage		
Balance a bank statement		
Write a computer program		
Total Yes		

C. Things

Do you like to:	Yes	No
Bake a cake		
Repair car/machinery		
Sew or make crafts		
Build something from wood		
Operate a cash register or calculator		
Operate a computer		
Do landscaping/lawn care		
Operate camera/video equipment		
Total Yes		

D. Ideas

Do you like to:	Yes	No
Decorate a room		
Write a poem or story		
Publish school yearbook or newspaper		
Write lyrics or a rap		
Paint, draw, watercolor		
Perform or act in school play		
Play musical instrument		
Invent a new product		
Total Yes		

My highest section at this time is ______________.
My next highest section at this time is ______________.

SKILLS AND ABILITIES

Jobs require different skills and abilities. You may not have all the skills or abilities necessary for many occupations, but you do have an aptitude to learn new skills. Aptitudes measure the ease in which you can learn something new.

Directions: In each section (A-D), place a check mark next to the skills you have now. Then go back and place a check mark next to the skills you may not have yet, but feel you could learn with little difficulty. Total the checks made in each section and fill in the blanks at the bottom of the page.

A. People

Do you have the ability/aptitude for:	Check (✓)
Teaching	
Supervising	
Caring for others	
Host or hosting	
Presiding over meetings	
Leading others	
Listening and counseling	
Selling goods/services	
Total ✓'s	

B. Data

Do you have the ability/aptitude for:	Check (✓)
Accounting/record keeping	
Statistical work	
Research	
Testing products/ideas	
Investigating problems	
Computer programming	
Working scientific experiments	
Collecting information	
Total ✓'s	

C. Things

Do you have the ability/aptitude for:	Check (✓)
Repairing things/objects	
Operating machinery or equipment	
Assembling parts	
Using tools	
Cooking/baking	
Operating a sewing machine	
Woodworking	
Construction work	
Total ✓'s	

D. Ideas

Do you have the ability/aptitude for:	Check (✓)
Writing stories/poems	
Composing music	
Designing new products	
Drawing	
Inventing new products	
Acting, singing	
Playing a musical instrument	
Organizing new clubs or activities	
Total ✓'s	

My highest section at this time is ______________.
My next highest section at this time is ______________.

PERSONALITY/TEMPERAMENT

Your personality is a combination of your emotional and behavioral characteristics that make you different from others. Your personality influences how you think, feel and act with different people in different situations.

Different careers relate to different personality traits, also known as temperaments. For example, an outgoing, friendly person who enjoys meeting and talking to people all day would be suited for jobs in sales, customer service or public relations. That is why it is important to consider your personality when choosing careers.

Directions: Think about yourself and your personality when you answer the following questions. In which situations would you prefer the major part of your working day to be involved?

A. People

Are You/Do you…?	Check (✓)
Cheerful to those around you	
Helpful to friends and family	
Cooperative when working in a group or on a team	
Responsive to needs of others	
A leader/organizer of a group	
Outgoing and enjoy meeting new people	
An influencer of peoples opinions and attitudes	
Understanding and sympathetic to others	
Total ✓'s	

B. Data

Are You/Do you…?	Check (✓)
Keep organized	
Pay close attention to details	
Prefer to work with numbers and statistics	
Prefer to perform repetitive tasks	
Prefer to work on a set schedule	
Think logically	
Prefer practical ways of doing things	
Total ✓'s	

C. Things

Are You/Do you…?	Check (✓)
Like to work with precise rules, limits or standards	
Prefer to work with machines and objects rather than people	
Efficient	
Prefer to work alone	
Prefer to work with your hands	
Mechanical	
Inquisitive about what makes something work or run	
Resourceful with materials and methods	
Total ✓'s	

My highest section at this time is _______________.

My next highest section at this time is _______________.

D. Ideas

Are You/Do you…?	Check (✓)
Curious about how and why things are the way they are	
Prefer to have a variety of duties that change often	
Seek new ways of doing things	
Artistic	
Creative	
Prefer to set your own schedule	
Versatile and flexible in activities and behaviors	
Expressive, eloquent in writing, performing or drawing	
Total ✓'s	

WORK VALUES

Job satisfaction comes from having a job that meets your expectations and satisfies your need for employment. The list below includes a number of things people want or "value" in their job. Not all these values are met each day. However, choosing an occupation which allows most of your work values to be present is important.

Directions: Think about what you want from an occupation. From the list below:

1. Check the values that are **MOST** important to you.
2. Add any work values not mentioned which are also important to you.
3. Rewrite the list from 1-10. Put what you value most as #1, and proceed down the list to what you value the least, or is not important to you, at the bottom of the list.

JOB VALUES

_____ 1. Adventure - working in a job that requires taking risks
_____ 2. Prestige - having an important position
_____ 3. Creativity - finding new ways to doing things
_____ 4. Helping others - working in the assisting and caring of other people
_____ 5. High earnings - being well paid for the standard of living you want
_____ 6. Variety of duties - having several different things to do
_____ 7. Independence - deciding how to do my work
_____ 8. Exercising leadership - being able to direct and influence others
_____ 9. ____
_____ 10. ____

Prioritize your list: From the values listed above, write what is most important to you on Line 1 down to what is least important to you on Line 10.

_____ 1. ____
_____ 2. ____
_____ 3. ____
_____ 4. ____
_____ 5. ____
_____ 6. ____
_____ 7. ____
_____ 8. ____
_____ 9. ____
_____ 10. ____

RELATED SCHOOL SUBJECTS

Directions: What are your best and favorite subjects in school? If you like a subject and do well in it, it may be a good hint about a career or career cluster for you.

If you enjoy the following school subjects:	AND like working with:	You may consider the following occupations.
Language Arts, English, Speech, Debate, Foreign Language, Journalism	People	Lawyer, Minister, Teacher Assistant, Librarian, Legal Assistant, Receptionist, Secretary
Math, Algebra, Geometry, Tech./ Business Math, Trigonometry, Calculus, Computer Science	Data	Accountant, Computer Programmer, Architect, Bookkeeper, Engineer, Electrician
Physical Science, Biology, Chemistry, Physics, Anatomy, Earth Science, Health Occupations	People/Data	Nurse, Chemist, Lab. Tech, Medical Assistant, Physician, Physical Therapist
Social Studies, ELP, U.S. History, World Civilization, Law and Justice, Sociology, Psychology	People	Teacher, Counselor, Police Officer, Social Worker, Lawyer
Art, Commercial Art, Chorus, Band, Orchestra, Drama	Ideas	Interior Designer, Recreation Worker, Commercial Artist, Actor, Actress, Musician
Typing, Keyboarding, Accounting, Business Law, Recordkeeping, Speed Writing, Business Management, Computer Applications	Data	Bookkeeper, Accountant, Secretary, Reservation Agent, Legal Assistant
Drafting, Architecture, Graphics, Carpentry, Wood Tech, Auto Mechanics, Electronics, TV and Radio	Things/Data	Surveyor, Electronics Technician, Architect, Mechanic, Machinist, Carpenter, Printer
Marketing, Merchandising, Advertising, Sales	People	Sales Representative, Buyer, Cashier, Purchasing Agent, Shipping and Receiving Clerk

Activity 1 (Cont). People, Data, Things, Ideas

SELF ASSESSMENT SUMMARY

Directions: Use the information from Activity 1 to answer the following questions about yourself.

1. INTEREST INVENTORY: My interests were mainly centered around:

____ people ____ data ____ things ____ ideas

2. SKILLS AND ABILITIES CHECKLIST: My skills were mainly centered around:

____ people ____ data ____ things ____ ideas

3. From my TEMPERAMENT/PERSONALITY CHECKLIST, I think of myself as being a . . . . . . type of person

____ people ____ data ____ things ____ ideas

4. TOTAL: ____ people ____ data ____ things ____ ideas

5. My top three WORK VALUES are:

1. ____

2. ____

3. ____

6. My best and/or favorite SCHOOL SUBJECTS are:

____

____

____

7. Careers or career clusters that seem to match my characteristics at this time are (see the Career Briefs, Career Choices):

____

____

____

Activity 2. Career Assessment Guide

Directions: The following pages contain an alternate interest inventory. These activities may be more appropriate for students who have previously taken "People, Data, Things and Ideas".

This activity needs to be preceded with a discussion on the concepts of career planning and the importance of self assessment in the process. As with all interest inventories, this is not a test to tell anyone what they should or should not choose for an occupation. Interest inventories and activities are tools to help students organize and clarify their perceptions about themselves.

The following activity is based on the Guide for Occupational Exploration originally published by the U.S. Department of Labor. You do NOT need the book for the following activities. If you do have one available, you may want to refer to it during your class presentations.

The purpose of the Career Assessment Guide is to help students see themselves in relation to career areas. The twelve career interest areas correspond to the interest factors identified from research in interest measurement conducted by the U.S Employment Service. Each of the twelve interest areas are further divided into 66 work groups based on similar capabilities of the worker.

This interest driven activity will benefit students to better relate their likes, abilities, personality and work values to a career area. As the students finish the exercise, instruct them to explore their career interest area further by finding the corresponding career cluster in Career Choices. The Career Choices career clusters which relate to each career interest area are listed on the worksheet.

"Choices Not Chances" is the summary activity for the Career Assessment Guide and a possible addition to a student's portfolio.

Activity 2 (Cont). Career Assessment Guide

Directions:

1. Read the description of the twelve interest areas.
2. For each interest area, check each space under interests, skills, and personality/temperaments that describes YOU!
3. Total your checks for each interest area in the Total ✓'s column.
4. Look in Career Choices, Career Briefs to find further information about careers that interest you.
5. Fill out Choices not Chances.

The 12 Career Interest Areas below can help you match your interests with possible careers. Each Career Interest Area has hundreds of occupations. People change careers several times during their life, and many jobs are created every year. By selecting the Career Interest Area that suits you best, you can be ready for the changing world of work. (NOTE: See the Guide for Occupational Exploration which is categorized by the corresponding numerical digit for further information about each interest area and subgroup.)

ARTISTIC- 01	
Literary Arts	01.01
Visual Arts	01.02
Performing Arts/Drama	01.03
Performing Arts/Music	01.04
Performing Arts/Dance	01.05
Craft Arts	01.06
Elemental Arts	01.07
Modeling	01.08

SCIENTIFIC- 02	
Physical Sciences	02.01
Life Sciences	02.02
Medical Sciences	02.03
Laboratory Technology	02.04

PLANTS & ANIMALS - 03	
Managerial Work	03.01
General Supervision	03.02
Animal Training/Service	03.03
Elemental Work/ Pl.&An.	03.04

PROTECTIVE - 04	
Safety & Law Enforcement	04.01
Security Service	04.02

MECHANICAL - 05	
Engineering	05.01
Managerial Work	05.02
Engineering Technology	05.03
Air/Water Vehicle Oper.	05.04
Craft Technology	05.05
Systems Operation	05.06
Quality Control	05.07
Land/Water Vehicle Op.	05.08
Material Control	05.09
Crafts	05.10
Equipment Operation	05.11
Elemental Work/Mech.	05.12

INDUSTRIAL - 06	
Production Technology	06.01
Production Work	06.02
Quality Control	06.03
Elemental Work/Ind.	06.04

BUSINESS DETAIL - 07	
Interviewing, Admin. Det.	07.01
Mathematical Detail	07.02
Financial Detail	07.03
Oral Communications	07.04
Coordinating & Sched.	07.05
Clerical Machine Oper.	07.06
Clerical Handling	07.07

SELLING - 08	
Technical Sales	08.01
General Sales	08.02
Vending	08.03

ACCOMMODATING - 09	
Hospitality Service	09.01
Barber & Beauty Ser.	09.02
Passenger Services	09.03
Customer Services	09.04
Attendant Services	09.05

HUMANITARIAN - 10	
Social Services	10.01
Nursing/Therapy/ Special Teaching	10.02
Child/Adult Care	10.03

LEADING/INFLUENCING - 11	
Mathematics/Statistics	11.01
Education/Library Ser.	11.02
Social Research	11.03
Law	11.04
Business Administration	11.05
Finance	11.06
Services Administration	11.07
Communications	11.08
Promotion	11.09
Regulation Enforcement	11.10
Business Management	11.11
Contracts & Claims	11.12

PHYSICAL PERFORMING - 12	
Sports	12.01
Physical Feats	12.02

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
ARTISTIC - 01 People who choose artistic careers have an interest in creative expression of feelings or ideas. You can satisfy this interest in several of the creative or performing arts fields including literary, visual, performing, or crafts.	____ writing ____ photography ____ dance ____ music ____ drama ____ TOTAL ✓'S	____ perform before an audience ____ express ideas in writing ____ compose music ____ photograph, videograph ____ express ideas using computer software ____ TOTAL ✓'S	____ creative ____ artistic ____ expressive ____ versatile ____ inventive ____ TOTAL ✓'S	____ creativity ____ flexible hours ____ independence ____ public attention ____ recognition ____ TOTAL ✓'S	____	Writers, Artists, Entertainers, Communications Specialists and Athletes Engineers, Surveyors, and Architects
SCIENTIFIC - 02 People who have an interest in scientific careers enjoy discovering, collecting and analyzing information. This includes research and development of new knowledge in mathematics, physical or life sciences, medicine and veterinary medicine.	____ collecting data ____ analyzing info. ____ science projects/ experiments ____ using a microscope ____ performing first aid or medical treatment ____ TOTAL ✓'S	____ use logic to deal with many kinds of problems ____ use chemical formulas ____ follow technical instructions ____ use measurable data to make decisions ____ use laboratory equipment ____ TOTAL ✓'S	____ inquisitive ____ logical ____ organized ____ reliable ____ structured ____ TOTAL ✓'S	____ helping others ____ intellectual stimulation ____ prestige ____ research work ____ recognition ____ TOTAL ✓'S	____	Natural, Computer and Mathematical Scientists Health Professionals and Technicians
PLANTS AND ANIMALS - 03 People in plants and animals occupations have an interest in activities to do with plants and animals, usually in an outdoor setting. This can be done by working in farming, forestry, fishing, or in the training and taking care of animals. With management abilities, you could also own, operate or manage farms or related business and services.	____ being outdoors ____ cultivating/ harvesting ____ training animals ____ bathing/ grooming pets ____ caring for variety of animals ____ TOTAL ✓'S	____ use tools and equipment in outdoor settings ____ perform strenuous activities ____ understand and apply procedures ____ follow instructions exactly ____ perform duties requiring manual dexterity ____ TOTAL ✓'S	____ patient ____ endure weather/ outside work ____ empathy to animals/pets ____ accurate ____ factual ____ TOTAL ✓'S	____ adventure ____ independence ____ leadership ____ environmental work ____ seasonal work ____ TOTAL ✓'S	____	Agriculture, Fish & Forestry Workers

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	**INTERESTS** ✓ what you enjoy	**ABILITIES** ✓ what you can do or will develop	**PERSONALITY** ✓ what describes you	**WORK VALUES** ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
PROTECTIVE - 04 People in protective occupations have an interest in using authority to protect people and property. You can satisfy this interest by working in law enforcement, fire fighting, and related fields. You may enjoy mental challenge, intrigue, investigation of crimes or fires. Other choices include security guard, wardens, park rangers, or custom officers.	___ helping people ___ leading a group/ activity ___ safeguarding/ defending people's property ___ working with the public's needs ___ handling emergency situations ___ TOTAL ✓'S	___ work under pressure ___ work with laws and regulations ___ think clearly and react quickly in emergencies ___ deal with various kind of people ___ keep physically fit ___ TOTAL ✓'S	___ responsive to needs of others ___ inquisitive ___ helpful to people around you ___ a leader ___ understanding ___ TOTAL ✓'S	___ adventure ___ authority ___ public contact ___ leadership ___ community service ___ TOTAL ✓'S	___	Service Occupations
MECHANICAL - 05 People in mechanical occupations enjoy applying mechanical principals to practical situations using machine, hand tools, or techniques. You may enjoy working with ideas about things which would lead to choices in engineering and technical fields. Working directly with things would lead to choices in crafts, trades, building or repairing objects. This category also includes interests in driving or operating vehicles, mining or construction.	___ building models ___ fixing broken items ___ using tools ___ designing, sketching, drafting ___ construction projects ___ TOTAL ✓'S	___ perform detail work with accuracy ___ use blueprints ___ measure, cut and work on materials ___ repair or adjust TV's, radios, phones ___ solve math problems with ease ___ TOTAL ✓'S	___ inquisitive about how things operate ___ creative ___ resourceful with materials/ methods ___ prefer to work with your hands ___ mathematical ___ TOTAL ✓'S	___ work with machines/ equipment ___ work with numbers ___ creativity ___ variety of duties ___ work with hands ___ TOTAL ✓'S	___	Engineers, Surveyors and Architects Other Technologists and Technicians Construction and Extractive Workers

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
INDUSTRIAL - 06 People with an interest in industrial occupations enjoy repetitive, concrete, organized activities in a factory setting. This includes the mass production of goods, manual work, operating and taking care of machinery. This can also lead to positions in setting up of machinery and equipment and supervising other workers.	____ assembling products or things ____ operating machinery ____ repetitive activities ____ working with your hands/ hand tools ____ keeping tools, machines in operable condition ____ TOTAL ✓'S	____ use eyes & hands to do precise work ____ read and follow directions to assemble something ____ operate mechanical equipment ____ apply math skills to count, measure or keep records ____ follow instructions precisely ____ TOTAL ✓'S	____ prefer to work with machines rather than people ____ prefer limited public contact ____ prefer indoors ____ action oriented ____ steadfast/ strong ____ TOTAL ✓'S	____ physical work ____ routine ____ work with hands ____ work with machines/ equipment ____ active workplace ____ TOTAL ✓'S	____	Production Working Occupations Precision Production Occupations
BUSINESS DETAIL - 07 People in business detail occupations have an interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting. The variety of interests and occupations include billing, computing or financial recordkeeping, telephone services, supervision of others, and operation of business machines such as computers, typewriters, and cash registers.	____ organizing papers and files ____ computing costs and calculations ____ keeping records ____ typing letters, papers and lists ____ answering telephones/ greeting people ____ TOTAL ✓'S	____ basic math accurately ____ operate business machines ____ speak/write clearly and accurate ____ follow procedures ____ get along well with co-workers ____ TOTAL ✓'S	____ accurate with number/ files ____ logical ____ practical ____ organized ____ pay close attention to details ____ TOTAL ✓'S	____ working with numbers ____ organized environment ____ routine methods/ tasks ____ public contact ____ working with machines/ equipment ____ TOTAL ✓'S	____	Executive and Administrative Managers Clerical and Administrative Support Occupations

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	**INTERESTS** ✓ what you enjoy	**ABILITIES** ✓ what you can do or will develop	**PERSONALITY** ✓ what describes you	**WORK VALUES** ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
SELLING - 08 People with an interest in selling occupations enjoy bringing others to a point of view by personal persuasions, using sales and promotional techniques. The variety of sales occupations include interest in complex, technical equipment to sell to sales in stores, offices or in homes. This category also includes occupations in legal work, business negotiations and advertising.	___ meeting new people ___ shopping ___ advising people on new products, services or ideas ___ demonstrating, teaching new skills to others ___ negotiating transactions and agreements ___ TOTAL ✓'S	___ persuade others ___ demonstrate/exhibit products ___ talk easily to strangers ___ assist people in locating the best products/services ___ treat people respectfully even in difficult situations ___ TOTAL ✓'S	___ outgoing ___ extroverted ___ friendly ___ congenial ___ sociable ___ TOTAL ✓'S	___ competition ___ flexible hours ___ independence ___ persuading others ___ public contact ___ TOTAL ✓'S	___	Marketing and Sales Occupations
ACCOMMODATING - 09 People in accommodating careers have interests in catering to the wishes and needs of others, usually on a one-to-one basis. Careers in this area include hospitality services such as working in hotels, restaurants and airplanes. Cosmetology, ticket taking ushering, and customer service are also included.	___ caring for others ___ meeting and greeting people ___ trying new hair styles ___ working with the public ___ serving food ___ TOTAL ✓'S	___ talking easily with strangers ___ use math to total costs and make change ___ use a variety of hand tools ___ give directions and information as needed ___ handle emergency situations ___ TOTAL ✓'S	___ outgoing ___ sociable ___ responsive to needs of others ___ sympathetic ___ congenial/friendly ___ TOTAL ✓'S	___ routine methods/tasks ___ working with your hands ___ creativity ___ public contact ___ physical work ___ TOTAL ✓'S	___	Service Occupations

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
HUMANITARIAN - 10 People in humanitarian careers have an interest in helping others with their mental, spiritual, social, physical or vocational concerns. Careers in this area include nursing, therapy, ministry, social services and auxiliary health care such as aides, orderlies and technicians.	____ caring for the sick ____ listening to a friend's problems ____ teaching ____ spiritual/religious a activities ____ community/volunteer services ____ TOTAL ✓'S	____ gain trust/confidence of people ____ understand people's feelings ____ define problems and offer solutions ____ work fast in an emergency ____ communicate with various types of people ____ TOTAL ✓'S	____ sympathetic ____ caring ____ responsive to needs of others ____ helpful to people around you ____ cheerful ____ TOTAL ✓'S	____ helping others ____ variety of duties ____ independence ____ influencing others ____ creativity ____ TOTAL ✓'S	____	Social Scientists, Social Workers, Religious Workers and Lawyers Teachers, Librarians and Counselors Health Professionals and Technicians
LEADING-INFLUENCING - 11 People in this group have an interest in leading and influencing others by using their verbal or numerical abilities. Careers in this area range from teaching, finance, law, social research, public relations, business administration and management.	____ analyze and interpret information ____ present information to a group ____ write reports ____ teach/supervise others ____ lead activities ____ TOTAL ✓'S	____ direct others activities ____ speak to groups or classes ____ communicate well, written or verbal ____ plan and implement activities or projects ____ campaign or lobby for a cause ____ TOTAL ✓'S	____ a leader ____ assertive ____ self confident ____ positive ____ assistive ____ TOTAL ✓'S	____ authority ____ competition ____ independence ____ leadership ____ persuading others ____ TOTAL ✓'S	____	Executive and Administrative Managers Social Scientists, Social Workers, Religious Workers and Lawyers Writers, Artists, Entertainers, Communications Specialists and Athletes Teachers, Librarians and Counselors

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
PHYSICAL PERFORMING - 12 Workers in this group compete in professional athletic or sporting events, coach players, and officiate at games. They also give individual and group instruction, and recruit players for professional, collegiate teams or in a recreational settings.	____ participating in athletic events ____ teaching/ instructing ____ physical fitness ____ observing athletic games ____ coaching ____ TOTAL ✓'S	____ make quick decisions and enforce them ____ master rules and play accordingly ____ proficiently play a sport ____ teach others your skills/ abilities ____ organize individuals into a team ____ TOTAL ✓'S	____ agile ____ athletic ____ quick thinking/ acting ____ organized ____ team oriented ____ TOTAL ✓'S	____ authority ____ competition ____ recognition ____ prestige ____ travel ____ TOTAL ✓'S	____	Writers, Artists, Entertainers, Communications Specialists and Athletes

RELATED SCHOOL SUBJECTS

Directions: Think about the school subjects you both enjoy and do well. They may lead to possible career choices for you.

If you enjoy and do well in ...	Career Interest Area	Occupations to Explore Further
Art	Artistic	Commercial Artist, Designers, Reporters, Architects
Auto Technology	Mechanical Industrial	Mechanics, Auto Body Repairers, Machinist
Business	Business Detail	Tax Preparers, Typist, Secretaries, Receptionists
Carpentry/Wood Technology	Mechanical	Carpenters, Brickmasons, Painters, Roofers
Computer Science	Scientific	Systems Analysts, Technical Writers, Programmers
Drafting/Engineering	Mechanical Industrial	Engineers, Drafters, Surveyors, Engineering Technicians
Foreign Language	Artistic Humanitarian Leading-Influencing	Teachers, Musicians, Home Health Aides, Social Workers
Health/Health Occupations	Scientific Humanitarian	Nurses, Physical Therapists, Dieticians
Home Economics	Accommodating Selling Humanitarian	Child Care Workers, Cooks. Orderlies, Waiters
Horticulture/Agriculture	Plants and Animals Scientific	Biological Technologists, Veterinarians
Industrial Arts	Artistic Mechanical	Photographers, Cabinet Makers
Language Arts/English	Business Detail Selling Humanitarian Leading-Influencing	Writers, Editors, Public Relations Specialists, Advertising Agents
Mathematics	Scientific Mechanical Business Detail Leading-Influencing	Actuaries, Statisticians, Teachers, Financial Managers
Marketing	Selling	Cashiers, Real Estate Agents, Retail Salespersons
Music	Artistic	Composers, Dancers, Choreographers, Musicians
Physical Education	Physical Performing	Athletes, Coaches, Officials
Science	Scientific Humanitarian	Biological Scientists, Chemists, Physicians, Pharmacy Assistants
Social Studies	Protective Leading-Influencing	Police Officers, Lawyers, Paralegals

CHOICES NOT CHANCES

Directions: Use the Career Assessment Guide to summarize your findings

Summary and Action Plan

1. Career Interest Areas which best suit me at this time are: (check areas with most total ✓'s from worksheet.)

_____ Artistic
_____ Scientific
_____ Plants & Animals
_____ Protective
_____ Mechanical
_____ Industrial
_____ Business Detail
_____ Selling
_____ Accommodating
_____ Humanitarian
_____ Leading-Influencing
_____ Physical Performing

2. Occupations and related occupations which interest me are:

______________________ ______________________
______________________ ______________________

3. School subjects which will help me prepare for my career goals are:

______________________ ______________________
______________________ ______________________

4. Skills I will need to develop:

______________________ ______________________
______________________ ______________________

5. Action Plan: Things I need to do:

_____ Talk to someone working in a career area I am interested in
_____ Go to career center/library for more information
_____ Check what places can train me for these choices
_____ Update my 4-year plan
_____ Talk to my counselor/IEC about my choices

6. Suggestion: Put this Summary and Action Plan in your career portfolio for further reference.

Activity 3. The Career Key

The Career Key is designed to assist students to select possible career choices by matching their needs, values, abilities, skills, interest and aspirations to an occupation's demands and its potential to satisfy their needs. The information the student gathers is organized by the Holland Orientation Theory.

After administering The Career Key, explain to the student the six orientations according to the Holland Theory. They can then search in the following pages or in Career Choices for additional occupations that match their codes. Also available for students' use is, "Holland Personality Types and Work Environments and College Majors" in the User's Guide. Schools and agencies are allowed to copy The Career Key. See the copyright information at the bottom of The Career Key.

Holland's Personal Orientations (Lifestyles)

Or Preferred Approaches to Life Situations

REALISTIC people are characterized by competitive/assertive behavior and by interest in activities that require motor coordination, skill, and physical strength. People oriented toward this role prefer situations involving "action solutions" rather than tasks involving verbal or interpersonal skills. They like to take a concrete approach to problem-solving rather than relying on abstract theory. They tend to be interested in scientific or mechanical rather than cultural and aesthetic areas.

INVESTIGATIVE persons prefer to think rather than to act, to organize and understand rather than to persuade. They are not apt to be too "people oriented."

SOCIAL people seem to satisfy their needs in a teaching or helping situation. In contrast to investigative and realistic people, social types are drawn more to seek close interpersonal relationships and are less apt to engage in intellectual or extensive physical activity.

CONVENTIONAL people don't mind rules and regulations and emphasize self-control. They prefer structure and order to ambiguity in work and interpersonal situations. They place value on prestige or status.

ENTERPRISING people are verbally skills and use this skill in persuasion rather than support of others. They also value prestige and status and are more apt to pursue it than conventional people.

ARTISTIC people value self-expression and relations with others through artistic expression. They dislike structure, prefer tasks involving personal or physical skills, and are more prone to expression of emotion than others. They are like investigative people but are more interested in the cultural-aesthetic that the scientific.

The Career Key

5th Edition

By Lawrence K. Jones, Ph.D

Choosing an occupation or a job is a matching process:

You

Your needs, values, abilities, skills, interests, and aspirations.

Matching

Occupation

The job's demands and potential for satisfying your needs.

The *Career Key* unlocks the mystery of this matching process. It will show you how to identify the jobs most likely to satisfy you.

Turn the page to begin.

Name ______________________________ Date ____________________

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How You See Yourself

Read each statement below and decide how much it describes you. If the statement is very true of you, write a "**2** " on the line next to it. If the statement is mostly true of you, write in a "**1** ". If the statement does not describe you, write in a "**0**".

R

____ I like to work with animals, tools, or machines.

____ Compared to others my age, I have good skills in working with tools, mechanical drawings, machines, or animals.

____ I value practical things you can see or touch like plants and animals you can grow, or things you can build or make better.

____ I am practical, mechanical, and realistic.

A

____ I like to do creative activities like art, drama, crafts, dance, music, or creative writing.

____ Compared to others my age, I have good artistic abilities -- in creative writing, drama, crafts, music, or art.

____ I value the creative arts -- like drama, music, art, or the works of creative writers.

____ I am artistic, imaginative, original, and independent.

E

____ I like to lead and persuade people, and to sell things or ideas.

____ Compared to persons my age, I am good at leading people and selling things or ideas.

____ I value success in politics, leadership, or business.

____ I am energetic, ambitious, and sociable.

I

____ I like to study and solve math or science problems.

____ I am good at understanding and solving science and math problems, compared to others my age.

____ I value science.

____ I am precise, scientific, and intellectual.

S

____ I like to do things where I can help people: like teaching, first aid, or giving information.

____ Compared to persons my age, I am good at teaching, counseling, nursing, or giving information.

____ I value helping people and solving social problems.

____ I am helpful, friendly, and trustworthy.

C

____ I like to work with numbers, records, or machines in a set, orderly way.

____ Compared to persons my age, I am good at working with written records and numbers in a systematic, orderly way.

____ I value success in business.

____ I am orderly, and good at following a set plan.

Now, add the number of points you have for the **R** statements. Write that sum on Line 1 on the next page. Then, do the same for the other letters -- **I**, **A**, **S**, **E**, and **C**.

Appealing Occupations

For the jobs listed below, write a "2" next to those that *definitely interest or attract you in some way*. Write in a "1" for those that *might interest you*. And, write in a "0" for any that you are undecided about, that do not sound interesting, or that you would dislike.

R ___ Bus Driver
S ___ Physical Therapist
R ___ Fish & Game Warden
S ___ Librarian
R ___ Farmer
S ___ Nurse
R ___Truck Mechanic
S ___ Counselor
R ___ Airplane Pilot
S ___ Speech Therapist
R ___ Carpenter
S ___ Social Worker
R ___ Mechanical Engineer
S ___Teacher

I ___ Biologist
E ___ Lawyer
I ___ Chemist
E ___ Sales Manager
I ___ Astronomer
E ___ Radio/TV Announcer
I ___ Laboratory Technician
E ___ Salesperson
I ___ Electrical Engineer
E ___ Restaurant Manager
I ___ Chemical Technician
E ___ Insurance Sales Agent
I ___ Research Scientist
E ___ Apartment Manager

A ___ Clothes Designer
C ___ Insurance Clerk
A ___ Dancer
C ___ Court Stenographer
A ___ Musician
C ___ Bank Teller
A ___ Novelist
C ___ Business Teacher
A ___ Actor/Actress
C ___ Bank Examiner
A ___ Artist
C ___ Tax Expert
A ___ Singer
C ___ Bookkeeper

To the left of each job title you see a letter, an **R**, **I**, **A**, **S**, **E**, or **C**. Carefully add the number of points that you have for the seven **R** jobs, and write that sum in the space below on Line 2.

Do the same for the other letters: **I**, **A**, **S**, **E**, and **C**.

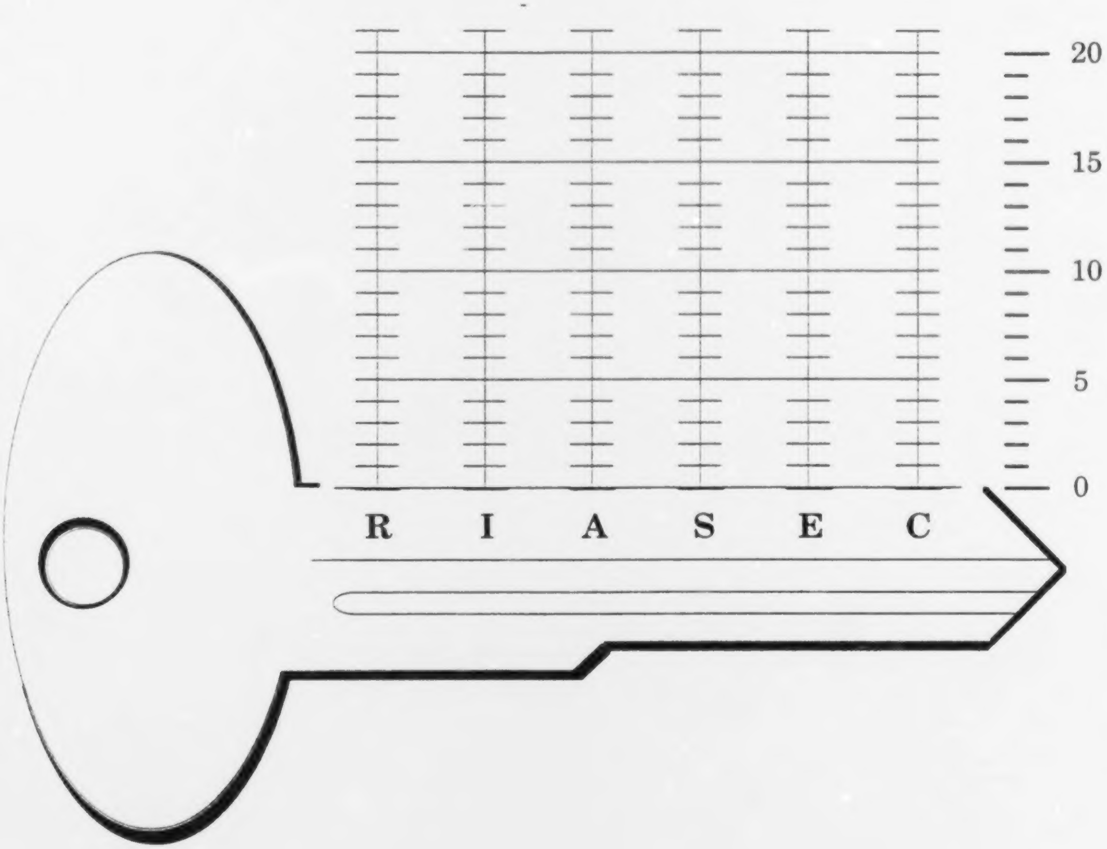
Now, add Line 1 and Line 2 and put your answers on Line 3 to get your total score.

Line 1 :	____	____	____	____	____	____
	R	I	A	S	E	C
+						
Line 2:	____	____	____	____	____	____
	R	I	A	S	E	C
Total: Line 3:	____	____	____	____	____	____
	R	I	A	S	E	C

You will use your total scores on Line 3 to make your Career Key on the next page.

Your Career Key

Now you are ready to construct your Career Key. Begin with the total number points you have for **R** from Line 3 of the previous page. Make a small "x" on the graph below, above the **R** for that number. Do the same for the remaining letters: **I**, **A**, **S**, **E**, and **C**. Once you have done this, draw a line conecting your "x's" to complete the key. This is your Career Key.



According to Dr. John Holland, there are six types of people -- Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The highest scores on your Career Key are the personality types that you are most like.

On the next few pages, many jobs are listed. They are grouped in two ways:

1. The jobs are grouped according to the six personality types -- **R**ealistic, **I**nvestigative, **A**rtistic, **S**ocial, **E**nterprising, and **C**onventional.
2. Then, under each of the six types, the jobs are grouped into *work groups*. For example, see "**Engineering** [05.01]", on the next page. The workers in these groups of jobs have similar traits -- interests, skills, abilities, and level of training.

Read over the jobs listed for the two or three personality types that are highest on your Career Key. Place a checkmark (✔) next to those that interest you, or those you would like to know more about.

Realistic Occupations

Plants and Animals [03.01, 03.02, 03.03, 03.04]
__ Animal Breeder
__ Animal Trainer
__ Dog Groomer
__ Farmer
__ Farm Manager
__ Fish Farmer
__ Forester
__ Greenskeeper
__ Horse Trainer
__ Landscape Gardner
__ Livestock Rancher
__ Logger
__ Nursery Manager
__ Supervisor, Livestock-Yard
__ Teacher, Vocational-Agricultural
__ Tree Surgeon

Safety and Law Enforcement [04.01, 04.02]
__ Detective
__ Fire Chief
__ Fire Fighter
__ Fire Inspector
__ Fish and Game Warden
__ Narcotics Investigator
__ Park Ranger
__ Police Officer
__ Security Guard
__ Highway Patrol Officer
__ Wildlife Agent
See also Regulations Enforcement, under Conventional Occupations.

Engineering [05.01]
__ Aeronautical Engineer
__ Agricultural Engineer
__ Air Analyst
__ Architect
__ Chemical Engineer
__ Civil Engineer
__ Electrical Engineer
__ Electrical Technician
__ Electronics Engineer
__ Electronics Technician
__ Instrument Technician
__ Land Surveyor
__ Landscape Architect
__ Laser Technician
__ Materials Engineer
__ Mechanical Engineer
__ Mechanical-Engineering
__ Nuclear Engineer
__ Plant Engineer
__ Pollution-Control Engineer
__ Safety Engineer
__ Sales-Engineer
__ Software Technician
__ Teacher, Industrial Arts
__ Tool Designer

Engineering Technology [05.03]
__ Air Traffic Controller
__ Building Inspector
__ Commercial Drafter
__ Industrial Engineering Technician
__ Marine Surveyor
__ Pollution-Control Technician
__ Radio/TV Transmitter Operator
__ Safety Inspector
__ Technical Illustrator
__ Traffic Technician

Managerial Work: Mechanical [05.02]
__ Manager, Food Processing Plant
__ Manager, Solid-Waste-Disposal
__ Radio/TV Technical Director
__ Superintendent, Maintenance
__ Water Control Supervisor

Vehicle Operation [05.04, 05.08, 09.03]
__ Air Plane Pilot
__ Flying Instructor
__ Helicopter Pilot
__ Master or Ship Captain
__ Ambulance Driver
__ Bus Driver
__ Locomotive Engineer
__ Taxi Driver
__ Truck Driver

Craft Technology [05.05]
__ Bricklayer
__ Carpenter
__ Oil-Burner-Servicer and Installer
__ Paperhanger
__ Plumber
__ Tile Setter
__ Avionics Technician (aircraft electronics)
__ Cable-Television Technician
__ TV or Computer Repairer
__ Electrician
__ Elevator Repairer
__ Electric Line Repairer
__ Telephone Office Repairer
__ Machinist
__ Sheet-Metal Worker
__ Structural-Steel Worker
__ Tool-and-Die Maker
__ Welder
__ Cabinetmaker
__ Aircraft Mechanic
__ Automobile Mechanic
__ Diesel Mechanic
__ Furnace Installer-Repairer
__ Locksmith
__ Refrigeration Mechanic
__ Small-Engine Mechanic
__ Camera Repairer
__ Dental Laboratory Technician
__ Optician
__ Orthodontic Technician
__ Offset-Press Operator
__ Piano Tuner
__ Pipe-Organ Installer
__ Tailor or Dressmaker
__ Furniture Upholsterer
__ Shoe Repairer
__ Chef
__ Dietetic Technician

Systems Operation [05.06]
__ Boiler Operator
__ Electric Power Plant Operator
__ Refrigerating Engineer
__ Water-Treatment-Plant Operator

Quality Control [05.07, 06.03]
__ Airplane Inspector
__ Garment Inspector
__ Machine Tester
__ Meat Grader
__ Telephone Equipment Inspector

Turn the page for more Realistic occupations.

Realistic (continued)

Crafts [05.10]
__ Appliance Repairer
__ Baker
__ Cook
__ Diver
__ Farm Equipment Mechanic
__ Floor Covering Installer
__ Glazier (glass installer)
__ Meatcutter
__ Painter
__ Recording Engineer
__ Roofer

Equipment Operation [05.11]
__ Bulldozer Operator
__ Miner
__ Power-Shovel Operator
__ Tower-Crane Operator

Production Technology [06.01, 06.02]
__ Dry Cleaner
__ Precision-Lens Grinder
__ Quality-Control Inspector
__ Supervisor, Engine Assembly

Craft Arts [01.06]
__ Graphic Arts Technician
__ Jeweler
__ Taxidermist

Investigative Occupations

Physical Sciences [02.01]
__ Astronomer
__ Chemist
__ Environmental Analyst
__ Geographer
__ Geologist
__ Hydrologist
__ Mathematician
__ Metallurgist, Physical
__ Meteorologist
__ Oceanographer
__ Paleontologist
__ Physicist
__ Teacher, Physical Sciences

Life Sciences [02.02]
__ Animal Scientist
__ Anthropologist, Physical
__ Biochemist
__ Biologist
__ Botanist
__ Biomedical Engineer
__ Coroner
__ Entomologist
__ Food Technologist
__ Geneticist
__ Horticulturist
__ Microbiologist
__ Plant Breeder
__ Pharmacologist
__ Plant Pathologist
__ Soil Scientist
__ Soil Conservationist
__ Teacher, Life Sciences
__ Zoologist

Medical Sciences [02.03]
__ Anesthesiologist
__ Audiologist
__ Cardiologist
__ Chiropractor
__ Dentist
__ Dermatologist
__ General Practicing Physician
__ Gynecologist
__ Internist
__ Neurologist
__ Obstetrician
__ Opthalmologist
__ Optometrist
__ Pediatrician
__ Podiatrist
__ Psychiatist
__ Radiologist
__ Surgeon
__ Speech Pathologist
__ Urologist
__ Veterinarian

Laboratory Technology [02.04]
__ Biomedical Equipment Technician
__ Chemical Technician
__ Dental-Laboratory Technician
__ Dietetic Technician
__ Embalmer
__ Laboratory Technician
__ Metalurgic Technician
__ Orthodontic Technician
__ Pharmacist
__ Photographic Darkroom Technician
__ Physical Therapy Technician
__ Seed Analyst
__ Ultrasound Medical Technologist

Mathematics and Statistics [11.01]
__ Actuary
__ Computer Programmer
__ Financial Analyst
__ Mathematical Technician
__ Statistician
__ Systems Analyst
__ Teacher, Mathematics

Social Research [11.03]
__ Archeologist
__ Anthropologist
__ Developmental Psychologist
__ Historian
__ Industrial Psychologist
__ Political Scientist
__ Sociologist
__ Urban Planner

Artistic Occupations

Literary Arts [01.01]
__ Book Editor
__ Critic
__ Editorial Writer
__ Film Editor
__ Playwright
__ Screen Writer
__ Writer

Visual Arts [01.02]
__ Architect
__ Art Teacher
__ Cartoonist
__ Clothes Designer
__ Fashion Artist
__ Graphic Designer
__ Illustrator
__ Industrial Designer
__ Interior Designer
__ Landscape Architect
__ Painter
__ Photographer
__ Set Designer
__ Technical Illustrator
See also Craft Arts, under Realistic Occupations.

Drama and Dance [01.03, 01.05, 01.07, 01.08]
__ Actor/Actress
__ Comedian
__ Dancer
__ Dancing Instructor
__ Drama Teacher

__ Model
__ Motion Picture Director
__ Radio and Television Announcer
__ Stage Director

Music [01.04]
__ Choral Director
__ Composer
__ Music Director
__ Music Teacher
__ Musician
__ Orchestra Conductor
__ Singer

Social Occupations

Social Services [10.01]
__ Career Counselor
__ Clergy or Religious Workers
__ Clinical Psychologist
__ Counselor
__ Counseling Psychologist
__ Dean of Students
__ Parole Officer
__ School Counselor
__ School Psychologist
__ Social Worker, Psychiatric
__ Social Worker, School
__ Vocational-Rehabilitation Counselor

Nursing, Therapy & Specialized Teaching [10.02]
__ Athletic Trainer
__ Dental Hygienist
__ Licensed Practical Nurse
__ Nurse
__ Nurse Instructor
__ Occupational Therapist
__ Physical Therapist
__ Physician Assistant
__ Radiologic (X-ray) Technologist
__ Recreation Therapist
__ Respiratory Therapist
__ Teacher, Handicapped Students
__ Teacher, Kindergarten

Child and Adult Care [10.03]
__ Emergency Medical Technician
__ Hospital Orderly
__ Nurse Aide
__ Practical Nurse

Educational and Library Services [11.02]
__ Director, Museum or Zoo
__ Extension Service Specialist
__ Home Economist
__ Librarian
__ Music Librarian
__ School Media Specialist
__ Teacher, College
__ Teacher, Elementary
__ Teacher, High School
__ Teacher, Technology

Sports [12.01, 12.02]
__ Head Coach
__ Professional Athlete
__ Scout, Professional
__ Sports Instructor
__ Umpire

Enterprising Occupations

Sales [08.01, 08.02]
__ Auctioneer
__ Buyer
__ Driver, Sales Route
__ Fund Raiser
__ Pawn Broker
__ Sales Agent, Financial Services
__ Sales Agent, Insurance
__ Sales Agent, Real Estate
__ Salesperson, Automobiles
__ Salesperson, Office Machines
__ Sales Representative, Aircraft
__ Salesperson, Computers
__ Telephone Solicitor
__ Travel Agent
__ Wedding Consultant

Hospitality, Beauty, and Customer Services [09.01, 09.02, 09.04, 09.05]
__ Automobile Rental Clerk
__ Barber
__ Bartender
__ Cosmetologist
__ Flight Attendant
__ Guide, Hunting and Fishing
__ Hair Stylist
__ Manicurist
__ Masseur/Masseuse
__ Recreation Leader
__ Sales Clerk
__ Waiter/Waitress

Law [11.04]
__ Arbitrator
__ Customs Broker
__ District Attorney
__ Hearing Officer
__ Judge
__ Lawyer, Corporation
__ Lawyer, Criminal
__ Lawyer, Employment
__ Lawyer, Real Estate
__ Paralegal
__ Patent Agent

Business Administration [11.05]
__ Business Manager, College or University
__ Editor, Managing, Newspaper
__ Manager, Branch
__ Manager, City
__ Manager, Department Store
__ Manager, Industrial
__ Manager, Office
__ Manager, Personnel
__ Manager, Sales
__ President, Bank
__ Purchasing Agent

Finance [11.06]
__ Accountant
__ Appraiser
__ Auditor
__ Controller
__ Credit Analyst
__ Loan Officer
__ Market-Research Analyst
__ Sales Agent, Securities
__ Securities Trader
__ Treasurer
__ Underwriter
See also Mathematical Detail, under Conventional Occupations.

Administration of Services to the Public [11.07]
__ Administrator, Hospital
__ Curator
__ Director, Commission for the Blind
__ Director, School of Nursing
__ President, College
__ Public Health Educator
__ School Principal
__ Superintendent, Schools
__ Welfare Director

Enterprising (continued)

Communications [11.08]
__ Cryptanalyst
__ Editor, Newspaper
__ Editor, Technical and Scientific Publications
__ Radio/TV News Director
__ Reporter
__ Translator

Promotion [11.09]
__ Director, Fundraising
__ Foreign-Service Officer
__ Lobbyist
__ Manager, Advertising
__ Public-Relations Representative

Regulations Enforcement [11.10]
__ Chief Bank Examiner
__ Customs Inspector
__ Immigration Inspector
__ Industrial Hygienist
__ Inspector, Fraud
__ Safety Inspector
See also Safety and Law Enforcement, under Realistic Occupations.

Business Management [11.11]
__ Director, Food Services
__ Director, Funeral
__ Manager, Apartment House
__ Manager, Department
__ Manager, Fast Food Services
__ Manager, Health Club
__ Manager, Hotel or Motel
__ Manager, Market
__ Manager, Retail Store
__ Manager, Truck Terminal

Contracts and Claims [11.12]
__ Booking Manager
__ Claim Adjuster
__ Contract Administrator
__ Literary Agent
__ Real Estate Agent

Conventional Occupations

Administrative Detail [07.01]
__ Court Clerk
__ Credit Counselor
__ Driver's License Examiner
__ Elgibility Worker
__ Financial-Aid Counselor
__ Manager, Office
__ Medical Secretary
__ Secretary
__ Title Examiner
__ Town Clerk

Mathematical Detail [07.02]
__ Accountant Analyst
__ Bookkeeper
__ Insurance Claim Examiner
__ Insurance Clerk
__ Payroll Clerk
__ Statistical Clerk
__ Tax Clerk
See also Finance, under Enterprising Occupations.

Financial Detail [07.03]
__ Bank Teller
__ Cashier
__ Post Office Clerk
__ Ticket Agent
__ Ticket Seller

Oral Communications [07.04]
__ Communication-Center Operator (aircraft)
__ Customer Service Representative
__ Dispatcher, Maintenance
__ Hotel Clerk
__ Information Clerk
__ Receptionist
__ Reservation Agent, Airline
__ Taxicab Dispatcher
__ Telephone Operator

Records Processing [07.05, 07.06, 07.07]
__ Clerk, General
__ Clerk-Typist
__ Computer Terminal Operator
__ Fingerprint Clerk
__ File Clerk
__ Keyboard Operator
__ Mail Carrier
__ Mecical Record Technician
__ Mortgage Loan Processor
__ Proofreader
__ Reservation Clerk
__ Stenographer
__ Title Searcher

Further Career Exploration

Learn more about the jobs you checked. Look in the *Guide for Occupational Exploration* or *Complete Guide for Occupational Exploration*. The four-digit numbers (e.g., [11.10]) will help you get information about these jobs and additional ones like them. The *Occupational Outlook Handbook* is another excellent book. Look at a recent edition in your local library. You can also see it on the Internet at "http://www.bls.gov/ocohome.htm". Be sure to also visit the Career Key Web site at "http://www.ncsu.edu/careerkey".

Interviewing people in the work you are considering is another good strategy. Do volunteer work or take a part-time job in your area of interest. Talk with a career counselor.

Career exploration pays off. You will develop a clearer view of yourself and the jobs that best fit you.

HOLLAND PERSONALITY TYPES AND WORK ENVIRONMENTS OCCUPATIONS AND COLLEGE MAJORS

REALISTIC

Personality	Work Environments	Sample Occupations	Sample College Majors
•prefers to work with things	•technical/mechanical	•Animal Caretakers(RCE)	•Welding(REI)
•present oriented	•production oriented	•Drywall Installers(RCE)	•Animal Care Technology (REI)
•structured patterns of thoughts	•hands on tasks	•Heating/Air Refrigerator Mechanics(REC)	•Heating/Air Technology (RES)
•mechanical	•industrial	•Auto Mechanics(RES)	•Forestry(REI)
•athletic	•outdoors	•Cooks(RSE)	•Marine Technology (REA)
•persistent		•Electricians/Electrical Engineering Technicians(RES)	•Building Construction Technology (RIE)
		•Printing Machine Operators(RIC)	•Robotic Technology (RIS)
			•Electrical Engineering (RIE)

INVESTIGATIVE

Personality	Work Environments	Sample Occupations	Sample College Majors
•analytical	•rewards high academic achievement	•Chemist/Biological Scientist(IER)	•Environmental Science Technology(IRE)
•mathematical	•uses technical abilities to complete tasks	•Computer Analyst(IER)	•Veterinary Medical Technology(IRE)
•scientific	•creative scrutiny of physical biological or cultural theories	•Drafters(IRE)	•Chemical Engineering Technology(IRE)
•originality		•Medical Lab Technician(IRE)	•Drafting Technology(IRE)
•problem solver		•Veterinarian/Veterinarian Technicians(IRE)	•Operating Room Technology(ISA)
		•Emergency Medical Technicians(IRE)	•Computer Emergency Technology(IRE)
		•Technical Writers(IRS)	• Genetics (IRS)
		•Physician Assistants(ISA)	• Physician Assistant(ISA)
			• Medicine, MD (IRS)

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HOLLAND PERSONALITY TYPES AND WORK ENVIRONMENTS
OCCUPATIONS AND COLLEGE MAJORS

ARTISTIC

Personality	Work Environments	Sample Occupations	Sample College Majors
•rely on feelings & imagination	•unstructured	•Artistic/Commercial Artist(AES)	•Clay Productions Crafts(AIR)
•expressive	•allows non-conformity	•Designers(AES)	•Commercial Art(AEI)
•intuitive	•allows originality	•Musical Directors(AES)	•Commercial Graphics(AES)
•values esthetics	•rewards creativity	•Instrumental Musicians(AES)	•Interior Design(AES)
		•Photographers (ASE)	•Fine & Creative Wood Working(AES)
		•Writers/Editors(ASE)	•Fiber Production Crafts(AES)
		•Architects(AIE)	•Architecture (AIR)
			•Art/Art Teacher (ASE)

SOCIAL

Personality	Work Environments	Sample Occupations	Sample College Majors
•sensitive to needs of others	•cooperative	•Teachers(SAE)	•Child Care Workers (SAE)
•helpful, caring, empathic	•interactive	•Clergy (SAI)	•Early Childhood Associate(SAE)
•enjoys interpersonal gatherings	•provides services to others	•Nurses/Nurses Aids(SIE)	•Nurse Education(SIA)
•values educational & social issues	•rewards personal growth in others	•Police Affairs((SER)	•Home Health(SER)
		•Counselors(SEC)	•Physical Therapist Assistant(SCR)
		•Home Health Aids(SER)	•Basic Law Enforcement(SER)
		•Physical Therapist/Assistants(SEC)	•Paralegal Technology(SEC)
		•Librarians/Library	•Recreation Associate(SCR)

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HOLLAND PERSONALITY TYPES AND WORK ENVIRONMENTS OCCUPATIONS AND COLLEGE MAJORS

ENTERPRISING

Personality	Work Environments	Sample Occupations	Sample College Major
•adventurous •leadership •persuasive •value political & economic matters	•managerial roles in organizations •business driven •entrepreneurial •rewards monetary gains & achievements	•Lawyers (ESA) •Sales Representatives(ESA) •Public Relations Specialist(ESA) •Financial Analyst(ESC) •Travel Agents (ESA) •Flight Attendants (ESC) •Hairdressers/Cosmetologist(ESR) •Reporters (EAS)	•Banking & Finance(ESR) •Fashion Merchandising & Marketing(ESA) •Food Service Management(ESC) •Hospitality/Tourism(ESR) •Business Administrator(ESC) •Personnel Management(ESR) •Real Estate •Hotel & Restaurant Management(ESR) •Law, J.D. (ESA)

CONVENTIONAL

Personality	Work Environments	Sample Occupations	Sample College Major
•structured •accurate •detail- oriented •loyal followers	•business-detail •data generated •traditional •rewards conformity & dependability	•Accountants(CES) •Mail Clerks (CRS) •Bank Tellers(CSE) •Cashiers(CSE) •Office Clerks(CSE) •Medical Record Technician(CSE) •Secretaries(CSE) •Bookkeepers(CSR)	•Business Computer Programming(CRI) •Court Reporting(CSE) •Data Entry Operations(CSE) •General Office(CSE) •Secretarial - Legal (CSE) •Medical Record Technology(CSE) •Broadcast Technology(CER)

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Activity 4. Life Style Considerations

Directions: Answer the following questions in the spaces provided.

1. Describe your present life style. What are your hobbies. What do you do when you are not working or in school?

2. What part of your life do you enjoy the most? Time with family? Learning new things? Socializing with friends? Other?

3. What part of your life do you dislike? Do you expect this to change?

4. Who are the most important people in your life and how do they influence your decisions?

5. If you have been previously employed, what are 3 things about your job that you liked? What 3 things about your job did you dislike?

LIKES	DISLIKES
1.__________________	1.______________________
2.__________________	2.______________________
3.__________________	3.______________________

6. List four occupations that you have thought about doing? State why each appeals to you?

1. ____

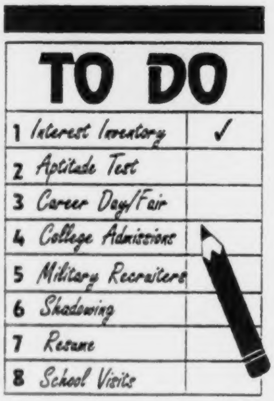
2. ____

3. ____

4. ____

Activity 5. **Career Planning TO DO List**

Directions: Check (✓) the things you have finished in your career planning process.


TO DO
1 Interest Inventory ✓
2 Aptitude Test
3 Career Day/Fair
4 College Admissions
5 Military Recruiters
6 Shadowing
7 Resume
8 School Visits

Have you:

_____ 1. Taken an interest inventory?

_____ 2. Taken an aptitude or abilities test?

_____ 3. Used a computerized information system?

_____ 4. Used or checked on books on careers from your school?

_____ 5. Interviewed someone in an occupation of interest to you?

_____ 6. Attended a Career Fair or Career Day in your school or community?

_____ 7. Talked to college admissions representatives?

_____ 8. Talked to military recruiters?

_____ 9. Looked at college catalogues?

_____ 10. Reviewed career/college plans with your parents?

_____ 11. Completed a career shadowing program?

_____ 12. Discussed your career/college plans with a school counselor or advisor?

_____ 13. Prepared a resume?

_____ 14. Visited schools you are interested in attending?

Look at your list. What things have you not accomplished yet? Try to make plans to do these if/when appropriate.

Activity 5a. Career Values Auction

Directions: Work values refer to the personal satisfaction a worker derives from a job. Following are several statements about work values. You have $500 to spend on the values most important to you. Examples of work values are listed below. Add others if needed. You may bid on as few or as many as you want, up to $500.

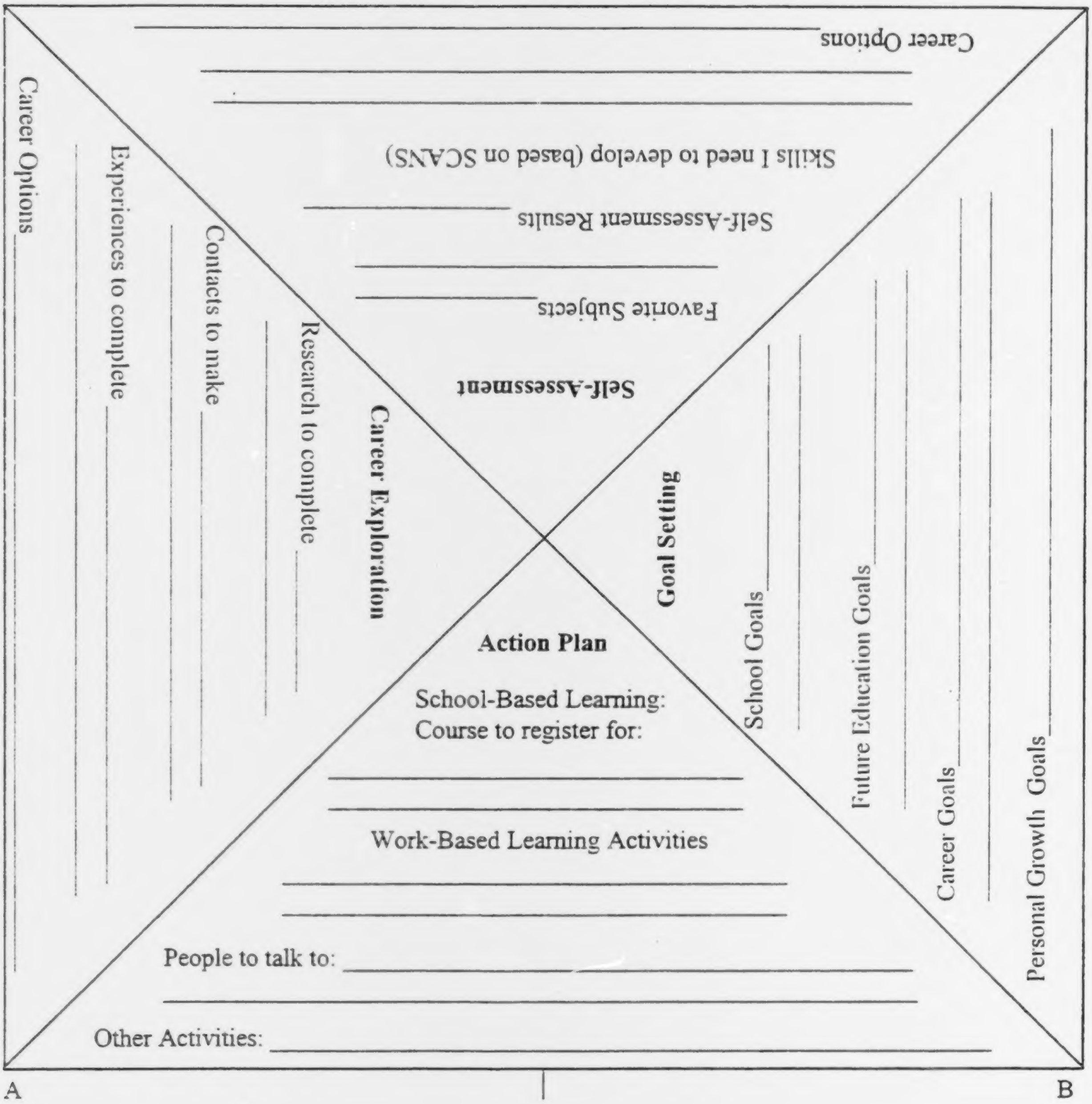
1. Decide which one(s) you want.
2. Decide how much you will bid for the items you want.

	Amount I Budgeted	Amount I Bid
A job where I can experience competition and success		
A job that is structured; I leave at 5 p.m. and don't take work home		
A job where I can work part-time or a flexible schedule		
A job where I work in an office most of the day		
A job where I work outside most of the day.		
A job where I get ideas from bright, interesting co-workers		
A job where I can use my hands and see the product of my work		
A job where I can be my own boss		
A job where I can work with words, do a lot of writing, speaking		
A job where I get to travel		
A job where I can work with numbers		
A job where I can earn enough money to buy what I want most		
A job in an area of the country where I want to live		
A job where I can directly help people to better their lives		
A job where I can be creative and independent		
A job with a variety of tasks and new challenges		
Other		

See Lesson Plan, page 7

Activity 5b. Career Planning Pyramid

Directions: To create your Career Planning Pyramid, complete the four sections. Fold the square along the solid lines. The Action Plan becomes the inner part of your pyramid when A and B meet. Use a paper clip to secure the hidden panel of your pyramid. Now you have a career plan with dimension.


Self-Assessment
Career Options
Skills I need to develop (based on SCANS)
Self-Assessment Results
Favorite Subjects
Career Exploration
Career Options
Experiences to complete
Contacts to make
Research to complete
Goal Setting
School Goals
Future Education Goals
Career Goals
Personal Growth Goals
Action Plan
School-Based Learning:
Course to register for:
Work-Based Learning Activities
People to talk to:
Other Activities:
A
B

Activity 5c. Career Awareness

Career Alphabet

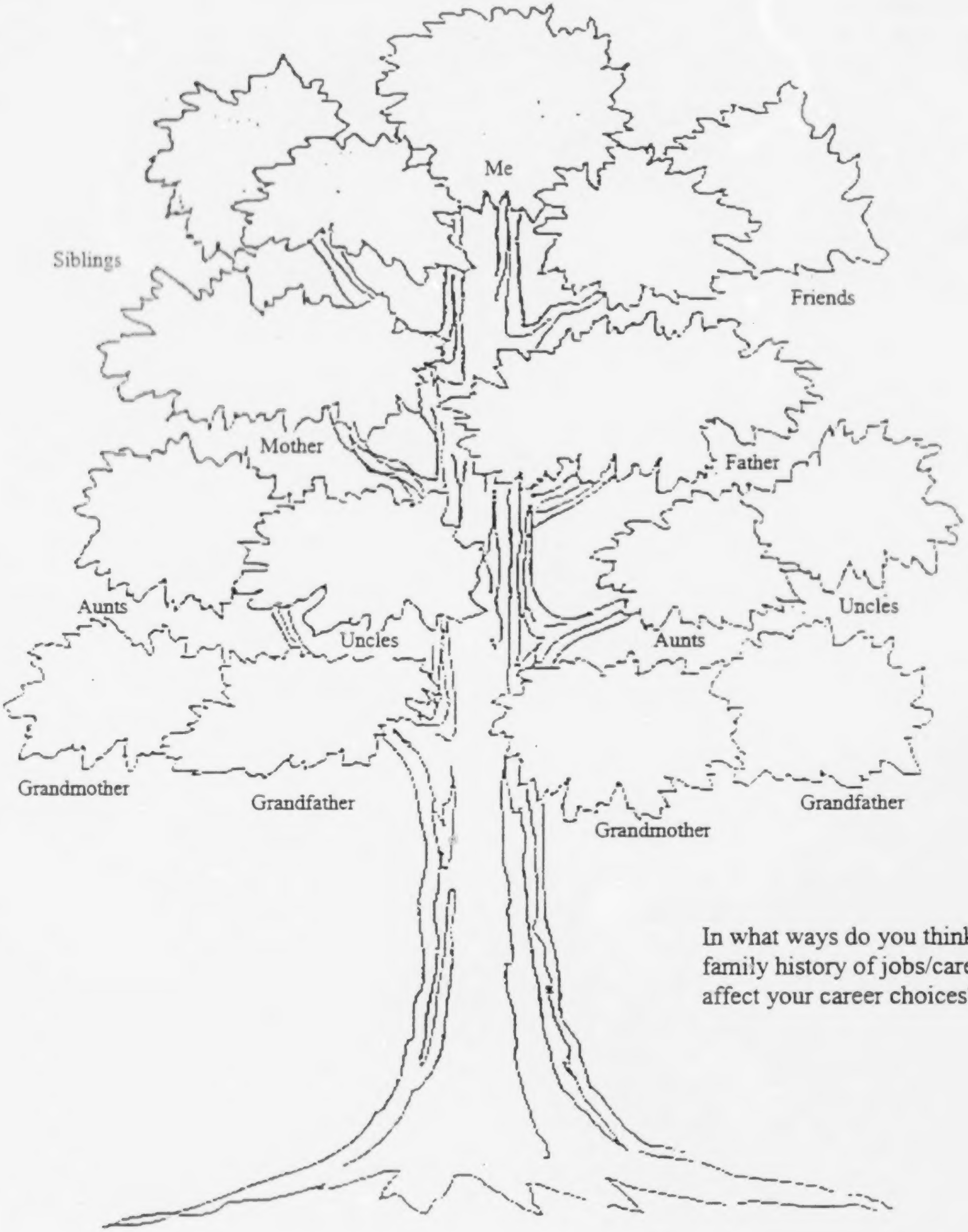
Directions: Write at least one career that starts with each of the following letters (i.e., A = astronaut). If you get stuck for answers, check the list of occupations in Career Choices.

A ____________ ____________ ____________
B ____________ ____________ ____________
C ____________ ____________ ____________
D ____________ ____________ ____________
E ____________ ____________ ____________
F ____________ ____________ ____________
G ____________ ____________ ____________
H ____________ ____________ ____________
I ____________ ____________ ____________
J ____________ ____________ ____________
K ____________ ____________ ____________
L ____________ ____________ ____________
M ____________ ____________ ____________
N ____________ ____________ ____________
O ____________ ____________ ____________
P ____________ ____________ ____________
Q ____________ ____________ ____________
R ____________ ____________ ____________
S ____________ ____________ ____________
T ____________ ____________ ____________
U ____________ ____________ ____________
V ____________ ____________ ____________
W ____________ ____________ ____________
X ____________ ____________ ____________
Y ____________ ____________ ____________
Z ____________ ____________ ____________

Circle three careers that reflect your interests and you would like to learn more about.

Activity 5d. Family Job Tree

Directions: Fill in the jobs that your family members hold or have held in the past.


Me
Siblings
Friends
Mother
Father
Aunts
Uncles
Uncles
Aunts
Grandmother
Grandfather
Grandmother
Grandfather

In what ways do you think your family history of jobs/careers might affect your career choices?

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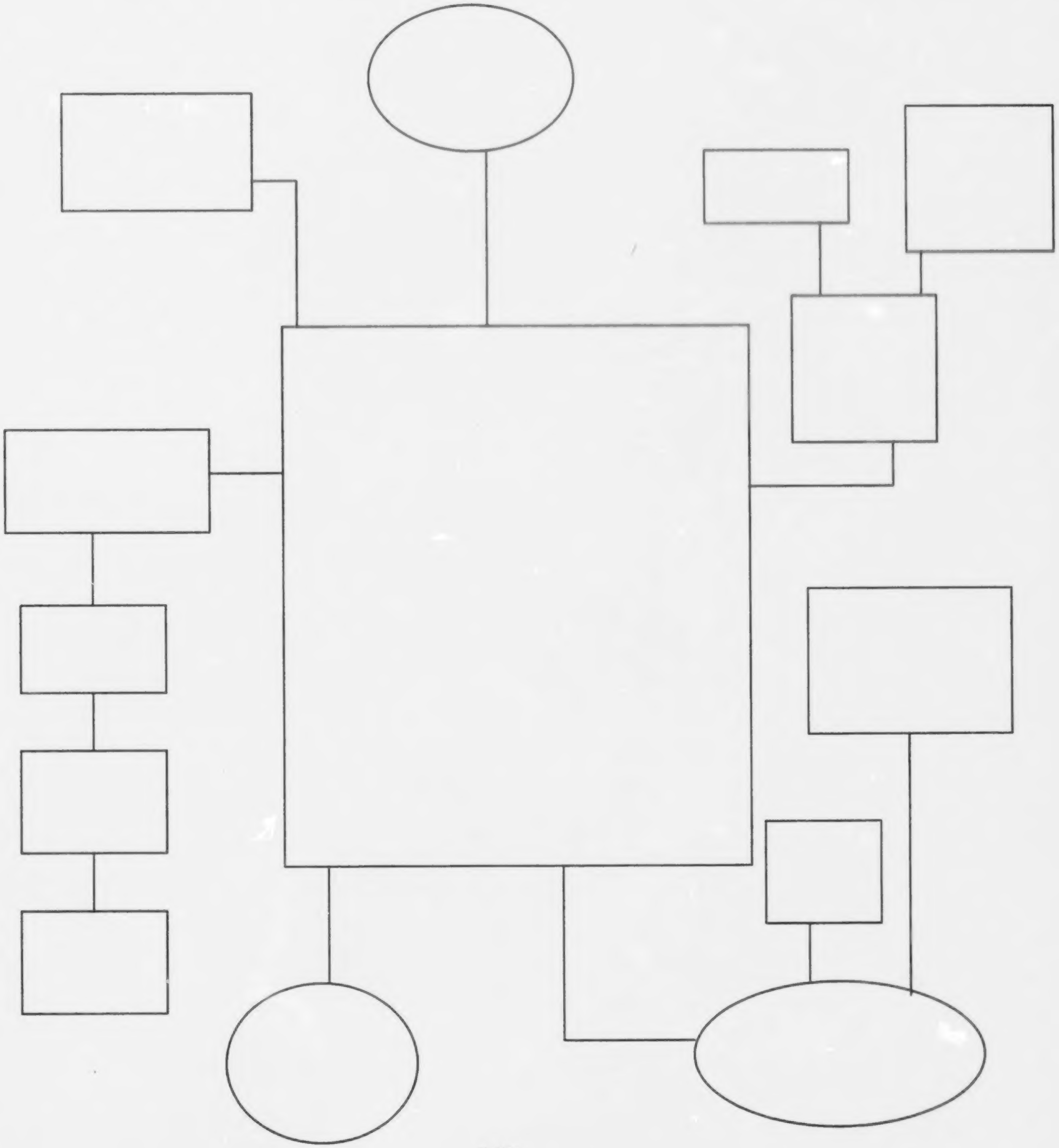
Activity 5e. Picture This

Directions: Select a photograph from a magazine or another source, or take a photograph and attach it to the center of the paper. Working as individuals or in groups, students should identify groups of careers that come to mind when looking at the picture. This activity is useful in helping students understand career connections and the variety of careers that may be available.



II

CAREER EXPLORATION

CAREER EXPLORATION

After assessing one's self, the second step in the career planning process is to locate information about careers. Career information is everywhere. You need to know where resources are located and the kind of information they provide. Careers are rapidly changing and career information needs to stay current with these changes.

Local Publications and Resources

○ Classified ads in newspapers
○ Job advertisements on TV and radio stations
○ Advertisements on neighborhood bulletin boards
○ Newspaper articles to discover new and expanding companies in your area
○ Yellow pages in telephone directory (group companies together according to what they do or make to match your skills and interests)
○ Trade and professional journals
○ Books in the careers section of your local library
○ Internet

State Government Resources from:

NC State Occupational Information Coordinating Committee
700 Wade Avenue
PO Box 25903
Raleigh, NC 27611
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Career Choices in North Carolina, an annual tabloid designed to provide occupational and career information in a useful, readable format. Distribution is primarily through the public schools, SOICC agencies, and other programs. A User's Guide of activities for the tabloid is produced to support its classroom or group use.

Getting Started: North Carolina Jobs and Careers, a paperback resource for teachers, counselors and job placement professionals. It contains occupational profiles on 234 N.C. occupations, a section on labor market trends, one on job seeking skills, and a resources section. It is updated every three years.

North Carolina Careers, a micro computer based career exploration system, providing information on over 400 N.C. occupations and 171 N.C. educational training sites. The system helps individuals: explore careers by relating their personal characteristics to compatible job or career possibilities; find and compare information on specific occupations; and locate and learn about N.C. education and training programs.

Micro Occupational Information System (OIS), North Carolina's micro computerized data base and delivery system of occupational and labor market information for state and local planners, administrators and job developers. The Micro OIS provides information on current and projected worker demand by occupations; supply of school and training program completers; wages and occupational characteristics; post-secondary education institutions and training programs; the distribution of occupations by industry; and a supplemental directory listing N.C. employers.

N.C. Career Explorer is an on-line school wide career development service for educators, counselors and students. The goal is to provide relavent, current information to help students research and explore career options, and to provide a dynamic resource for school professionals. Career Explorer offers a wealth of resources for career and library resource centers, in the classroom, or for personal or professional development. They help you identify career ortunities, enhance vital life skills, encourage self-development, prepare and deliver instructional or training materials, and participate in a discussion. Career Explorer On-line publishes five articles five days a week. A 1997-98 statewide pilot of the program is available by subscription through the NC SOICC.

from: N.C. Employment Security Commission
Labor Market Information Division
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(919) 733-2936
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Employment Projections for State, MSA and Planning Regions (Trends to Year 2000), presents occupational outlook information with support narrative.

Occupations Which Require Licensing in North Carolina, a summary of business licensing practices in North Carolina.

Wage Rates in Selected Occupations, a statistical report of prevailing wage rates for selected production and non-production occupations in major North Carolina industries.

Internet options-Provide access to additional LMI information: www.esc.state.nc.us

for the: N.C. Department of Commerce
from: Harris Publishing
2057 Aurora Road
Twinsburg, Ohio 44087
1-800-888-5900
FAX (800) 643-5997

North Carolina Manufacturing Directory, specific information on more than 9,000 industries in North Carolina arranged by six sections: alphabetically, by county; by four digit SIC sequences and product description; by two digit SIC and purchase description; and by two digit SIC and products exported/imported. Cost - $89.00 per copy, 1997. A "Harris Selectory" is available on diskette.

Federal Government Publications

from: US Government Bookstore
First Union Plaza
999 Peachtree Street, NE, Suite 120
Atlanta , GA 30309-3964
(404) 347-1900
FAX (404) 347-1897

Dictionary of Occupational Titles (DOT), defines and classifies more than 13,000 occupations that are performed for pay or profit in the United States economy. Each occupations has an occupational title, a unique nine-digit code and a definition. Under development is an new electronic database, the O*Net, which will include additional information and intended to replace the DOT. Updates are available on the Internet: http://www/doleta.gov/programs/onet

Guide for Occupational Exploration (GOE) , provides supportive career and occupational information in 12 broad occupational interest areas, 66 workgroups, 348 subgroups.

Occupational Outlook Handbook (OOH) contains detailed career information about approximately 200 occupations clustered into 19 broad groupings. The OOH presents descriptions of the nature of an occupation; working conditions; the education, training, and other qualifications needed; job outlook; earnings; related occupations; and sources of additional information.

Occupational Outlook Quarterly (OOQ) is a journal published four times a year. The OOQ contains current information about occupations, employment outlook, training opportunities, salary trends and labor market trends.

Standard Industrial Classification Manual (SIC) codes all types of business establishments in the U.S. economy according to type of product or service. It categorizes industries into division, major groups, and sub-groups, and describes the nature of the industries.

Career Guide to Industries (CGI), provides information on the nature of the industry, outlook, employment, earnings, training and advancement in 40 diverse industries.

from: U.S. Department of Defense
N.C. Military Entrance Processing
Station (MEPS)
2625 Appliance Court
Raleigh, NC 27604
(919) 834-7535
(or)
401 W. Trade Street
Box 34129
Charlotte, NC 25202-1626
(704) 344-6415

Military Careers, a guide containing descriptions of 197 enlisted and officer military occupations, military career paths and an ASVAB qualification graph.

Activity 6. Career Exploration

Directions: Use the career information in Career Choices to answer the following questions about a career of interest to you.

Title of occupation ______________________________

1. Description of occupation: ______________________________

____

2. What is the amount of education and training suggested for the occupation?

____

3. What are the average wages or salary for this occupation in North Carolina?

____

4. What is the employment outlook for this occupation?

____

5. List the places where people in this occupation may work.

____

____

6. Does this occupation deal mainly with people, data, things, or ideas?

____

7. What school subjects or courses would help you prepare for this occupation?

____

____

8. This occupation interests me because:

____

____

9. List name of person(s) you know (or know of) who are in this occupation.

____

____

Activity 7. Career Research

Directions: Use the information in Career Choices and additional resources to answer the questions about a career of interest to you.

Title of Occupation ________________________________

1. Description of occupation including main duties and responsibilities.

2. What are the education and training requirements for the occupation?

3. List other required qualifications such as licensing, certifications, etc.

4. What are the average wages or salary for this occupation?

5. What is the employment outlook for this occupation?

6. List the places where people in this occupation may work.

7. What are the opportunities for advancement?

8. List other occupations that are similar or related.

Activity 7. Career Research (continued)

9. Is this occupation available in your area? List companies, businesses or places of employment in your area in which this occupation is located.

10. What school subjects or courses would help you prepare for this occupation?

11. Does this occupation deal mainly with people, data, things or ideas?

12. Do you think you have the aptitude (potential ability) for this occupation?

13. This occupation interests me because:

14. List three (3) resources (books, publications, magazines, computerized information, etc.) used for this research.

15. List name and title of person(s) that may have helped you locate this information.

16. List name of person(s) you know (or know of) who are in this occupation.

Activity 8. Job Outlook

Directions: Discuss the following concepts concerning employment projections.

- The labor market is the interaction of people competing for jobs and employers competing for workers.

- Employers hire to either:
  1. Replace a worker, or
  2. Fill a newly created job

- Most openings occur due to the first example - replacing workers as people leave a job, return to school, retire or die.

- When looking at occupational trend data, it is important to distinguish between occupations with most openings vs. fastest growing occupations.

- Which category produces the most actual job openings? It depends on the total number of employees in that particular occupation.

- A small occupation may be growing rapidly but requires only a few new workers each year. A large occupation may be growing slowly or not at all, but may require a large number of workers annually to replace retiring employees.

JOB OUTLOOK –Career Briefs in Career Choices

Employment Projections for N.C. 1996-2006 Growth Rate

If the statement reads...	Employment is projected to ...
Above Average	**Increase over 2.1% per year**
Average	**Increase 1.0% to 2.1% per year**
Below Average	**Increase less than 1.0% per year**

North Carolina's fastest growing jobs include many "technology oriented" and service occupations. Many of these will be newly created jobs resulting from increased demand for related goods and services. Although experiencing a high RATE of growth the actual number of employees needed in these occupations may be relatively small.

OCCUPATIONS WITH THE FASTEST ANNUAL GROWTH RATE IN NORTH CAROLINA *
1996-2006

	Annual Average % Increase	Jobs 2006
Computer Engineers	13.71%	9684
Systems Analysts	11.92%	28279
Physical, Corrective Therapy Assistants	11.77%	4598
Occupational Therapists	10.10%	2313
Physical Therapists	10.09%	5403
Home Health Aides	9.79%	30570
Respiratory Therapists	9.13%	3526
Child Care Workers	8.98%	41635
Database Administrators	8.84%	2102
Speech Pathologists/Audiologists	8.55%	4453
Personal/Home Care Aides	8.46%	9479
Computer Support Specialists	8.40%	6938
Paralegals	8.28%	3925
Medical Records Technicians	7.54%	3921
Emergency Medical Technicians	7.20%	6838
Medical Assistants	7.06%	6845
Human Services Workers	7.05%	7210
Data Processing Equipment Repairers	6.64%	3287
Teachers, Special Education	6.63%	17103
Artists/Commercial Artists	6.34%	6904
Food Service & Lodging Managers	6.33%	37541
Securities/Financial, Sales	6.13%	7226
Directors, Religious Activities/Education	6.03%	2220
Physician Assistants	5.78%	2612
Residential Counselors	5.75%	6691
Interior Designers	5.60%	2698
Tax Preparers	5.53%	3999
Property & Real Estate Managers	5.49%	6749
Travel Agents	5.49%	2934
Medicine & Health Service Managers	5.41%	7646
Management Analysts	5.35%	4282
Nursing Aides & Orderlies	5.30%	63638
Adjustment Clerks	5.29%	21629
Instructors & Coaches, Sports	5.19%	8297
Surgical Technologists	5.08%	2143
Paving/Surfacing/Tamping Operators	5.04%	2923
Bakers, Bread & Pastry	5.02%	4587
Registered Nurses	4.89%	77501
Teacher Aides, Paraprofessional	4.78%	23788
Engineer, Math, Nat Science Managers	4.70%	12344
Social Workers, Medical & Psychology	4.69%	13383
Loan Officers & Counselors	4.67%	7953
Teacher Aides/Education Assistants	4.51%	12501
Amusement & Recreation Attendants	4.50%	9474
Bill & Account Collectors	4.49%	10185
Dental Hygienists	4.47%	4202

* Based on occupations with 100 or more average annual openings.

North Carolina's occupations with the most annual openings are also predominantly service occupations. Most are in occupational fields where a large number of workers already exist. Job openings will come primarily from replacement of people leaving their jobs (through death and retirement) rather than from newly created jobs.

OCCUPATIONS WITH THE MOST ANNUAL OPENINGS IN NORTH CAROLINA *
1996-2006

Occupations	Annual Average Openings	Jobs 2006
Cashiers	7556	133090
Salespersons, Retail	5350	123726
Waiters & Waitresses	4065	65851
Combination Food Preparation/Service Workers	3662	57941
Registered Nurses	3265	77501
Food Preparation Workers	2988	45887
General Office Clerks	2811	89709
Nursing Aides & Orderlies	2765	63638
Marketing/Sales Supervisors	2678	79301
Hand Packers & Packagers	2269	54182
Child Care Workers	2213	41635
Janitors & Cleaners	2054	66765
Food Service & Lodging Managers	1946	37541
Home Health Aides	1721	30570
Maintenance Repairers, General Utility	1712	49966
Truck Drivers, Heavy Or Tractor-Trailer	1686	65025
Systems Analysts	1626	28279
Teachers, Secondary School	1548	34356
Guards	1475	34301
Secretaries, Except Legal & Medical	1432	75133
Receptionists & Information Clerks	1351	34811
Maids & Housekeeping Cleaners	1297	38735
Cooks, Fast Food	1243	26465
Carpenters	1242	38880
Bookkeeping, Accounting, & Auditing Clerks	1242	63805
Cooks, Restaurant	1217	26860
Licensed Practical Nurses	1141	25757
Truck Drivers, Light	1085	35023
Teachers, Elementary School	1034	34971
Laborers, Landscape/Groundskeeper	991	26247
Teacher Aides, Paraprofessional	982	23788
Bank Tellers	972	17730
Financial Managers	938	25971
Automotive Mechanics	895	23741
Traffic/Shipping/Receiving Clerks	861	34023
Adjustment Clerks	834	21629
Teachers, Special Education	830	17103
Teachers, Preschool/Kindergarten	810	18828
Counter Attendants, Lunchroom	808	9712
Accountants & Auditors	791	24048
Stock Clerks: Stockroom/Warehouse	778	26517
Police Patrol Officers	706	13839
Dining Room/Cafeteria Helpers	697	14108
Physicians	685	20032
Counter & Rental Clerks	684	13358

* Occupations with positive growth rate.

Activity 9. Non-Traditional Careers

Definition: Department of Labor defines non-traditional as jobs in which fewer than 25% of the people in these occupations are held by one gender. For example, carpenter, electrian, brick mason, and auto mechanic are non-traditional for women.

Directions: Discuss the concepts and implications of non-traditional careers.

Non-Traditional Careers

FOR WOMEN

Police Officer
Scientist
Architect
Drafter
Office Equipment Repairer
Construction Worker
Carpenter
Mechanic
Auto Body Repairer
Greenskeeper
Engineer
Mathematician
Fireman
Electronics Technician
Surveyor
Small Appliance Repairer
Plumber/Pipefitter
Welder

Police Officer

FOR MEN

Cosmetologist
Elementary School Teacher
Secretary
Telephone Operator
Dietitian
Kindergarten Teacher
Registered Nurse
Child Care Worker
Licensed Practical Nurse
Flight Attendant
Stenographer
Librarian
Therapist
Dental Assistant

Secretary

Reference: Building Blocks for the Future

Library Research Project on
Career Women

Select a woman from the list below and find the following information about this woman:

__Early life
__Education
__Career Highlights
__Personal life

Use as resources:
__Biographies
__Magazines
__Internet
__Newspapers

Write:
__Outline
__Rough Draft
__Final Draft
__Bibliography

Abzug, Bella
Angelou, Maya
Arden, Elizabeth
Ash, Mary Kay
Barton, Clara
Battle, Katherine
Brothers, Joyce
Brown, Helen Gurley
Brown, Tina
Cassatt, Mary
Chicago, Judy
Child, Julia
Chung, Connie
Claiborne, Liz
Clinton, Hillary
Cunningham, Mary
Curie, Marie
Delaney, louise
Delaney, Bessie
Dix, Dorothea
Dole, Elizabeth
Dunham, Katherine
Earhart, Amelia
Edelman, Marian
Fields, Deborah
Ford, Eileen
Frankenthaler, Helen
Gibson, Althea
Goodall, Jane
Grossinger, Jennie
Herrera, Carolina
Hunter-Gault, Charl.
Jemison, Mae C.
Karan, Donna
Kreps, Juanita
Lauder, Estee
Leibovitz, Annie
Mankiller, Wilma
McClintock, Barbara
Mead, Margaret
Mirabella, Grace
Moses, Grandma
Nevelson, Louise
Nidetch, Jean
Noe, Dorothy
O'Connor, Sandra
Onassis, Jacqueline
Popcorn, Faith
Ride, Sally
Roddick, Anita
Rubinstein, Helena
Rudkin, Margaret
Savage, Augusta
Sills, Beverly
Stewart, Martha
Vanderbilt, Gloria
Walker, Madame C.J.
Walker, Maggie
Winfrey, Oprah

Contributed by: Anita Bell, Sanderson High School

Activity 10a. Am I An Entrepreneur?

Directions: Test your entreprenurial quotient by circling the letter of the phrase that best describes you.

1. **Are you a self-starter?**
   a. I do things my own way. Nobody has to tell me to get going.
   b. If someone gets me started, I keep going all right.
   c. Easy does it, I don't put myself out until I have to.

2. **How do you feel about other people?**
   a. I like people. I can get along with just about anybody.
   b. I have plenty of friends--I don't need anyone else.
   c. Most people bug me.

3. **Can you lead others?**
   a. I can give most people to go along when I start something.
   b. I can give the orders if someone tells me what we should do.
   c. I let someone else get things moving. Then I go along if I feel like it.

4. **Can you take responsibility?**
   a. I like to take charge of things and see them through.
   b. I'll take over if I have to, but I'd rather let someone else be responsible.
   c. There's always some eager beaver around wanting to show how smart he is. I say let him.

5. **Are you a good organizer?**
   a. I like to have a plan before I start. I'm usually the one to get things lined up when the gang wants to do something.
   b. I do all right unless things get goofed up. Then I cop out.
   c. You get all set and then something comes along and blows the whole bag. So just take things as they come.

6. **Are you a good worker?**
   a. I can keep going as long as I need to. I don't mind working hard for something I want.
   b. I'll work hard for a while, but when I've had enough, that's it, man!
   c. I can't see that hard work gets you anywhere.

7. **Can you make decisions?**
   a. I can make up my mind in a hurry if I have to. It usually turns out okay, too.
   b. I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
   c. I don't like to be the one who has to decide things. I'd probably blow it.

8. **Can people trust what you say?**
   a. You bet they can. I don't say things I don't mean.
   b. I try to be on the level most of the time, but sometimes I just say what's easiest.
   c. What's the sweat if the other person doesn't know the difference?

9. **Can you stick with it?**
   a. If I make up my mind to do something, I don't let anything stop me.
   b. I usually finish what I start--if it doesn't get fouled up.
   c. If it doesn't go right to start with, I turn off. Why beat your brains out?

10. **How good is your health?**
   a. I never run down.
   b. I have enough energy for most things I do.
   c. I run out of gas sooner than most of my friends.

Now tally your answers. If you circled mostly "a" responses, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. You'd better find a partner who is strong in your weak areas. If most of your responses were "c," not even a partner will be able to shore you up.

Term Paper Research on Entrepreneurs

1. Select a person from the list below and on the other side, or discuss a possible individual choice with the teacher.
2. Include the following information in your paper: (Sometimes not all of the information is available.)
   a. Factual data about the entrepreneur: birth date, marital status, children, education.
   b. Factual data about the company: name, address, telephone number, date the company was founded, current revenues, number of employees, amount of the original investment, and the current value of the company
3. Describe the following:
   a. How the company originated (early experiences)
   b. How business growth was managed
   c. How obstacles were overcome
4. Relate, if possible, the entrepreneur's
   a. "keys to success"
   b. future vision
   c. lessons learned
   d. inspiring comments

Michael Benzinger	Glen Ellen Winery and Vineyards
James Edgar Broyhill	Edgar B. Furniture Company
Donald C. Burr	People Express Airline, Inc.
Joseph R. Canion	Compaq Computer Corporation
James H. Clark	Silicon Graphics, Inc.
Joel Cooper and Michael Tomson	Gotcha Sportswear, Inc.
Michael Dell	Dell Computer Corporation
Anthony DeSio	Mail Boxes, Etc.
Debbi Fields	Mrs. Fields' Cookies, Inc.
Robert Greenberg	L.A. Gear, Inc.
John B. Henry	Crop Genetics International
Frank D. Hickingbotham	TCBY Enterprises, Inc.
H. Wayne Huizenga	Blockbuster Entertainment Corp.
Tuan Huynh	H & A Fashions, Inc.
Joel Zylberberg Hyatt	Hyatt Legal Services
W. David Kimbrell	Hall-Kimbrell Environmental S'vces, Inc.
Ray Kroc	McDonald's Corp.
Bernard Marcus	Home Depot, Inc.
Alvin A. McCall, Jr.	Ryan's Family Steak Houses, Inc.

Contributed by: Anita Bell, Sanderson High School

Scott McNealy	Sun Microsystems, Inc.
Robert Metcalfe	3Com Corporation
Lane Nemeth	Discovery Toys
Dorothy Cole Noe	Dorothy's Ruffled Originals, Inc.
Joyce Rice and Ted Rice	T.J. Cinnamons
Walter Riley	G.O.D., Inc.
Thurman John Rodgers	Cypress Semiconductor Corporation
G. Arthur Seelbinder	Cooker Restaurant Corporation
Alan F. Shugart	Seagate Technology, Inc.
Roy M. Speer	Home Shopping Network, Inc.
Thomas G. Stemberg	Staples, Inc.

Activity 11. Career Informational Interview

Directions: Select an occupation and find someone in that occupation to interview. Spend at least 20 minutes talking with the individual and gathering information about his/her occupation. Suggested questions are listed below. You may add questions relating to your interests and concerns.

1. How long have you worked in this occupation?

2. What other occupations have you worked in previously?

3. Do you primarily work with people, data, things or ideas?

4. What do you like most about your job?

5. How did you get started in this line of work?

6. What personal qualities do you feel are needed to succeed in this line of work?

7. What type of training is needed for this occupation today?

8. What changes in your occupation have you seen occur?

9. What are the most frequently recurring problems on your job?

10. What type of technology do you use? Computer hardware, software, etc.

SCANS SKILLS DEFINITIONS

SCANS is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills now needed in the contemporary and future American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. Because they are needed in workplaces dedicated to excellence, they are the hallmark of today's expert worker. They lie behind every product and service offered in today's marketplace.

There are 27 SCANS skills divided into two categories:
Foundation Skills - skills people bring to a job; and
Functional Skills - skills specific to the functions workers perform doing their job

Definitions of the specific skills are listed below.

FOUNDATION SKILLS

I. BASIC SKILLS

1. **Reading** - locates, understands, and interprets written information in prose and documents including manuals, graphs, an schedules to perform tasks; learns from text by determining the main idea or essential message.
2. **Writing** - communicates thoughts, ideas, information and messages in writing; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts with language, style, organization and format appropriate to the subject matter, purpose and audience.
3. **Arithmetic** - performs basic computations, uses basic numerical concepts such as whole numbers and percentages in practical situations, uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
4. **Speaking** - organizes ideas and communicates oral messages appropriate to listeners and situations, participates in conversation, discussion and group presentations, speaks clearly.
5. **Listening** - listens carefully, understands and responds to listener feedback. Receives, interprets and responds to verbal messages and other cues such as body language.

II. THINKING SKILLS

6. **Creative thinking** - uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
7. **Decision-making** - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
8. **Problem-solving** - recognizes that a problem exists; identifies possible reasons for the differences and creates and implements a plan of action to resolve them. Evaluates and monitor progress and revises plan as indicated by findings.
9. **Knowing How to Learn** - can adapt and apply new knowledge and skills to both familiar and changing situations. Is able to use ways of learning such as notetaking and organizing information. Becomes aware of false assumptions that may lead to wrong conclusions.

III. PERSONAL QUALITIES

10. **Responsibility** - exerts effort and perseverance toward goal attainment; works to becomes excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task and displaying a high level of concentration.
11. **Social skills** - demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately; takes an interest in what others say and do.
12. **Self-management** - assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainmentand motivates self through goal achievement; exhibits self control and responds to feedback unemotionally and non-defensively; a "self starter".
13. **Integrity/honesty** - can be trusted; recognizes when faced with making a decision or acting in ways that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes in respect to an organization, self, or others; chooses an ethical course of action.

FUNCTIONAL SKILLS

IV. RESOURCES

14. **Manages time** - selects important, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules.
15. **Manages money** - uses or prepare budgets, including making cost and revenue forecasts; keeps detailed records to track budget performance and makes appropriate adjustments.
16. **Manages material and facility resources** - acquire, stores, and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them.
17. **Manages human resources** - assesses peoples' knowledge, skills, abilities, and potential; identifies present and future workload; makes effective matches between individual talents and workload; monitors performance and provides feedback.

V. SYSTEMS AND TECHNOLOGY

18. **Understands systems** - knows how social, organizational and technological systems work and operates effectively within them; makes suggestions to modify systems to improve products or services, and develops new or alternative systems maintenance and quality control.

19. **Uses technology** - judges which set of procedures, tools or machines will produce the desired results; understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems; prevents, identifies or solves problems in machines, computers and other technology.

VI. INFORMATIONAL SKILLS

20. **Acquires and evaluates information -** identifies need for data; obtains it from existing sources or creates it and evaluates its relevance and accuracy.

21. **Organizes and maintains information -** organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion.

22. **Interprets and communicates information -** selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multimedia methods.

VII. INTERPERSONAL SKILLS

23. **Participates as a member of a team -** works cooperatively with others and contributes to group effort with ideas, suggestions, and effort; resolves differences for the benefit of the team and takes personal responsibility for accomplishing goals.

24. **Teaches others -** helps others learn needed knowledge and skills; identifies training needs and supplies job information to help others see its use and relevance to tasks.

25. **Serves clients, customers -** works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings and identify needs; communicates in a positive manner, especially when handling complaints or conflict.

26. **Exercises leadership -** communicates thoughts, feeling and ideas to justify a position, encourage, persuade, convince or otherwise motivate an individual or groups, including responsibly challenges existing procedures and policies.

27. **Works with cultural diversity -** works well with men and women and with a variety of ethnic, social or educational background; bases impressions on individual performance not on stereotypes.

Activity 12. SCANS Skills

Directions: Use to assess students/clients on SCANS Skills as related to the occupational choices they may be considering. Remember the more SCANS Skills they can master, the more likely they are to remain employed.

	Strengths	Needs Improvement (Barriers)	Strategies (workshops, classes, referral, counseling)
EMPLOYER EXPECTATIONS (SCANS REPORT, 1991 U.S. D.O.L.)			
Basic Skills			
Reading			
Writing			
Speaking			
Listening			
Arithmetic			
Mathematics			
Thinking Skills			
Think Creatively			
Make Decisions			
Solve Problems			
Know How To Learn And Reason			
Interpersonal Skills			
Work on Teams			
Teach Others			
Lead			
Serve Customers			
Negotiate			
Work With Culturally Diverse People			
Personal Qualities Employers Want			
Responsibility			
Self-management			
Integrity			
Honesty			
Sociability			
JOB SEEKING SKILLS COMPETENCIES			
Personal Appearance			
Interviewing Skills			
Ability To Complete Application			
Resume Preparation			
Job Search Methods			
Job Retention Knowledge			

From: Department of Social Services, Work First Program, p. 69.

BEST COPY AVAILABLE

Activity 13. Skills Scavenger Hunt

Do you know that workers use the same skills on their jobs as you do in school each day?

Directions: Select someone you know to interview. Ask them the following questions concerning skills they use on their job:

1. What is your job title?
2. What kinds of things do you read?
3. What kind of writing do you do?
4. Do you have to communicate by speaking and listening?
5. What kinds of mathematics are used on your job?
6. Does you company have customers or work with people in different counties, cities, states or countries?
   Example:
7. How are major decisions made in your department?
   Example:
8. Are you a problem solver?
   Example:
9. What technology do you use to accomplish you job?
10. What machines do you operate on your job?
11. Do you teach others on your job?
    Example:
12. Are you trained in other jobs at the same worksite?
    Example:
13. Where have you learned the skills necessary for your job?

FOLLOW UP ACTIVITY:

Combine the results of all the students' interviews into a big list you can display. Make one list for each question and title each sheet with the skill. List the examples the various people told the students.

Note for teachers: The objective is for students to explore skills (instead of occupations) on a field trip or shadowing experience.

Activity 14. Research a Company

Directions: Use the format below to record information about a company or business in which you are interested.

1. Company Name: ______________________________

2. What does the firm do: ______________________________

____

3. How did the business get started and when? ______________________________

____

4. How many employees does the company have? ______________________________

5. What are its products or services? ______________________________

____

6. What are the entry level positions in your career field? ______________________________

____

7. What is the starting salary for these full time entry level positions? ______________________________

8. What are the chances for advancement within the department, the company? ______________________________

____

9. What benefits does the company offer? ______________________________

____

10. Name of owner, manager and/or personnel representatives? ______________________________

____

11. Any other information you have acquired: ______________________________

____

Activity 15. Goal Setting

To set effective goals, it is important to remember the following:

A goal must be:

- **STATED IN CLEAR TERMS**. (Example: I will lose 10 pounds by February 1st.)
- **BELIEVABLE**. You must believe you can reach the desired goal.
- **ACHIEVABLE.** You must have the interests, skills, abilities and strengths to make it happen.
- **MEASURABLE**. The goal can be accomplished within a certain time or in a quantity that can be calculated.
- **DESIRABLE**. You really want to achieve this.

List three goals in each area. Then rank 1-2-3 in order of importance.

MY SCHOOL GOALS:	**RANK**
MY FUTURE EDUCATIONAL GOALS:	
MY CAREER GOALS:	
MY PERSONAL GROWTH GOALS:	
MY FRIENDSHIP GOALS:	
MY LEISURE TIME GOALS:	
MY LONG RANGE LIFE GOALS:	

MYTHS ABOUT CAREER DECISION MAKING

MYTH: *There is one right job for me.*

On the contrary, you are a multi-potentialed individual. There are numerous occupations in which your talents can be equally applied and the nature of these possibilities will expand as your work experiences accumulate.

MYTH: *You must have experience to find a job.*

Often you are hired primarily for your aptitude or your potential to learn and advance within an organization rather than for your existing work capabilities or experiences.

MYTH: *Most people start their career at 21 and proceed in a straight line toward their career goals.*

Not very likely. Maybe a few people have experienced such direction, however, the career paths of most people are filled with zigs and zags and changes in direction.

MYTH: *Career planning is an irreversible process.*

Not so. You can change career directions whenever your talents, needs and resources dictate and/or allow.

MYTH: *There is a particular set of job responsibilities for every occupation.*

On the contrary, people in positions having the same title are very often performing different tasks. The varying duties are due to the individual's interests and capabilities along with varying needs from employer to employer.

FACTS ABOUT CAREER DECISION MAKING

- Career decision making is a process.
- Do not expect to make a final decision all at once.
- Career decision making is a skill that can and should be taught to students.
- The goal of career decision making is to help students organize their thinking about topics important in choosing a career.
- It is important to assess one's style of decision making to help overcome obstacles that inhibit the process.

Activity 16. The Seven Steps to Decision Making

1. IDENTIFY THE DECISION TO BE MADE - (What shall I wear today?)
2. GATHER THE INFORMATION - (What is the weather going to be like? What will I be doing. What is cleaned and pressed?)
3. IDENTIFY THE ALTERNATIVES - (Either my blue suit, gray pants or blue jeans and a t-shirt)
4. WEIGH THE EVIDENCE - (Blue suit is right for today's weather, but too dressy for my activities. I feel like wearing jeans and a t-shirt, but I have an appointment later and that would not be appropriate dress. My gray pants are a good compromise, must find a matching shirt.)
5. CHOOSE AMONG THE ALTERNATIVES - (gray pants and white shirt)
6. TAKE ACTION - (press clothes and get dressed)
7. REVIEW AND EVALUATE THE DECISION - (look in the mirror, decide it looks OK, but need to change shoes)

APPLY THE DECISION MAKING STEPS TO CAREER PLANNING

1. IDENTIFY THE DECISION TO BE MADE - (college, 2 year, 4 year; where; what major; military, and/or work)
2. GATHER INFORMATION - (facts about myself - interests, abilities, values; facts about career options - salary, work setting, amount of education/training required; where can I get further information)
3. IDENTIFY ALTERNATIVES - (what career options suit me best)
4. WEIGH THE EVIDENCE - (consider the pros and cons; what are the short and long term outcomes; recognize obstacles; what resources are available to me to meet my goals)
5. CHOOSE AMONG THE ALTERNATIVES - (from the above information generate a list of possible career/college choices)
6. TAKE ACTION - (make a plan of action - visit the work environment, visit schools, talk to college representatives
7. REVIEW AND EVALUATE THE DECISION - (Did I consider all the important factors? Are there new alternatives I need to consider?)

Activity 17. Decision Making Worksheet

Directions: Using the seven steps to decision making, fill in the spaces with responses that apply to your situation.

1. IDENTIFY A DECISION WHICH IS IN THE MAKING FOR YOU NOW: ________________

____

____

2. GATHER INFORMATION Think about your interests, abilities, values, and facts about your career options - salary, working conditions, amount of education and training. List your responses below. ____________ ____________ ____________ ____________ ____________	3. IDENTIFY ALTERNATIVES List all the options you feel suit you at this time. ____________ ____________ ____________ ____________ ____________	4. WEIGH THE EVIDENCE List all the pros and cons to the options listed at left. What makes these options attractive at this time? ____________ ____________ ____________ ____________ ____________
5. CHOOSE AMONG ALTERNATIVES After careful consideration of the pros and cons, which options at this time appear to be the most possible? ____________ ____________ ____________ ____________ ____________	6. TAKE ACTION What are you going to do about it? List what you can do to prepare yourself for the alternatives selected. ____________ ____________ ____________ ____________ ____________	7. REVIEW AND EVALUATE Did you consider all the important factors? What is your alternate plan? ____________ ____________ ____________ ____________ ____________

III

EDUCATION & TRAINING

EDUCATION AND TRAINING CHOICES AFTER HIGH SCHOOL

ON-THE JOB

Go to work for a company or business which will train you as you work on the job. Ask about their programs for ongoining employee training.

APPRENTICESHIP

A 3-4 year training program that combines on-the-job training with related technical and education instruction for skilled occupations. Supervision by a master in the craft, trade, or relevant occupational area.

The many apprenticable occupations in North Carolina are registered with the Division of Apprenticeship, North Carolina Department of Labor.
www.dol.state.nc.us/DOL

PRIVATE BUSINESS OR TRADE SCHOOL

Short-term training (1 month - 1 year) for some occupations ranging from cosmetology to truck driving. Usually there are no special entrance requirements. Check on costs and length of program. The purchase of special tools may be extra.

COMMUNITY COLLEGE

Considering possible technical programs? The North Carolina Community College System offers a variety of vocational and technical programs (one quarter to two years) which lead to certificates, diplomas or associate degrees.

They also offer two year transfer programs and specialized training for industry. There are open admissions, with remedial and pre-tech courses available. Entrance requirements depend on the program.
www.bull.ncdcc.cc.nc.us/

4 YEAR COLLEGE

There are many public and private colleges and universities in North Carolina. Your local library, school counseling office, or career center will have college information for you.

You can also write directly to the colleges you are considering. Entrance requirements are based primarily on high school grades and college test scores.
www.ga.unc.edu/

MILITARY

Work for Uncle Sam and get training, pay, room and board and benefits. Ask your military recruiter about the type of training available, qualifications for training, length of time commitment required and pay and benefits. High School graduation is required.

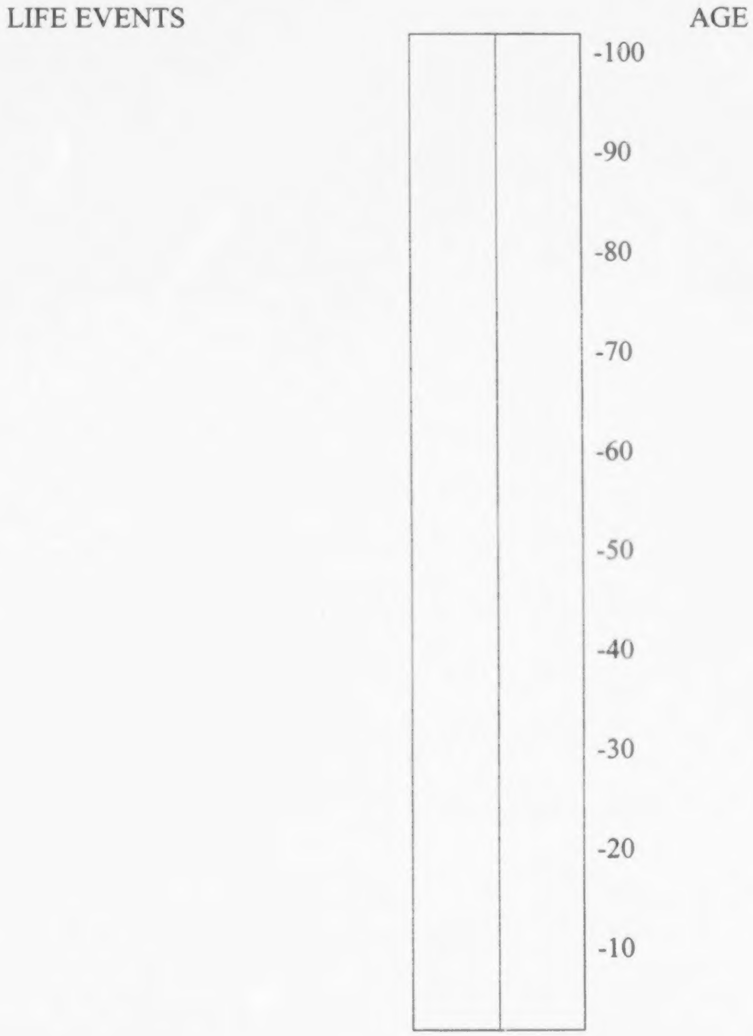
AGENCY REFERRAL AND SUPPORT

Many of the state agencies have job preparation, search, training and retraining programs. The agencies listed work with clients with special needs and qualifications for training programs. Contact the nearest office to your location of the various agencies or call the number listed.

Activity 18a. Education and Work Timeline

Directions: The timeline below will help you forecast the time you may spend in school and the workplace. Identify the following events on your timeline. Draw a line to mark age of each event and write the event on left side of timeline.

1. At what age did you begin school?
2. At what age do you think you will finish high school?
3. Will you be going on for additional training/education? If/when will you begin training/education after high school? How long will you be there?
4. Are you working? When will you begin working to be self-supporting?
5. When do you think you will no longer work? Will you take time off for child-rearing or schooling during your career?
6. Using a red marker, fill in your education years.
7. Using a blue marker, fill in your working years.
8. How many years of schooling will you have? ______________________________
9. How many years will you work? ______________________________
10. How does this compare with your classmates?



Activity 18b. Choosing a College

I. Survey the Possibilities

BEGIN your search with a survey of colleges located in the geographic area of your choice -- Home, State, West Coast, New England, etc.

Resources which may help you are:

1. The College Handbook
2. Lovejoy's College Guide
3. Barron's Profiles of American Colleges
4. Barron's Guide to Two-Year Colleges
5. Peterson's Guide to Four-Year Colleges
6. Patterson's Schools Classifieds
7. A Comparative Guide to Colleges
8. The N.C. Community College System Guide
9. Computerized Career Information System
10. Barron's Guide to the Most Prestigious Colleges

Other Resources:

College Guides and Maps
College Catalogs
Financial Aid Forms
Armed Forces Brochures
Career Descriptions
Trade School Directories
Occupational Outlook Handbooks
Encyclopedia of Careers
Summer Educational Programs
Current Job Openings
Admissions Test Applications

II. Weigh the Differences

MAKE a comparison-study of the colleges in terms of:

1. Location and setting

_____ *distance from home; city, small-town, or country setting*

2. Type and size of college

_____ *co-ed, men's, women's, university, liberal arts, technical, junior, church-related, state-supported; enrollment, facilities*

3. Comprehensive cost

_____ *tuition, room and board, extra fees, books, travel expenses, spending money, special clothing*

4. Financial Aid

_____ *honor scholarships, grants-in-aid, loans, alternative work/study programs, campus jobs*

5. Special Curricula

_____ *engineering, political science, computers, music, education, marine biology, business, etc.*

6. Admission requirements

_____ *required subjects, test scores, grade point average, class rank, residency, special talents*

7. Kind of students who attend

_____ *habits, interests, goals, ethnic and religious background*

8. Campus life

_____ *cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, surroundings*

9. Time

_____ *length of time to complete curricula. Is part-time possible?*

College	Location/ Setting	Type & Size	Cost Fin. Aid	Special Curricula	Tests/GPA Required	Subjects Required	(-) ( ) (+)

Activity 18b (Cont.). Choosing a College

III. Narrow Your Choices

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, you should answer some basic questions about yourself.

WHAT AM I ABLE TO DO?

____

____

____

WHAT DO I WANT OUT OF LIFE?

____

____

____

WHAT DO I NEED IN THE WAY OF TRAINING?

____

____

____

NARROW your choices to 10-15 colleges and write for catalogs. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

LISTEN for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual post-secondary education - opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

VISIT colleges (with your parents) during the summer months or preferably in the Fall of your senior year to gather first-hand information. Call for appointments ahead of time.

EVALUATE the institution as a place where you might eat, sleep and study for the next four years. Tour the facilities and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.

SAMPLE LETTER TO COLLEGES

(your street address)
(your city, state, zip code)
(the date)

Director of Admissions
(name of college)
(address of college)

Dear Sir/Madam:

I am a junior (or senior) at ____________ High School in Raleigh, North Carolina, and will be graduating in (*month and year*).

Please send me an application, a catalog, and other descriptive material that might help me in planning my post-high school education. (*mention your career interest if you have one)*

I would appreciate receiving information and appropriate forms for scholarships and other types of financial aid. (*use this sentence if you need help with college expenses)*

Sincerely yours,

CHECKLIST FOR MAKING PLANS

- ☐ Think about preliminary criteria and your priorities.
- ☐ Make a college list that includes "safeties", "possibilities:, and "reaches"
- ☐ Star colleges where interviews are required or - recommended
- ☐ Map out your itinerary.
- ☐ Check that the colleges are in session.
- ☐ Plan how and with whom you'll go.
- ☐ Keep college visits and school demands in balance.
- ☐ Arrange for high school absence and plan to make up missed work.
- ☐ Pack appropriate clothes for the interview.
- ☐ Write names and phone numbers of the college - administrators you plan to see.
- ☐ Bring questions and be sure you have a pen and notebook with which to write important information.
- ☐ Take money for meals and any other expenses.
- ☐ Bring transcript in case admissions counselor requests it.

(Adapted from "College Planning: Making the Right Moves", Wake County Public School System)

College Information 1999-00

Public 4-Year Colleges

County Code	College Name	Location	In-State Tuition & Fees[1]	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
20	Appalachian State University	Boone	1,832.00	3,570.00	1092	83	12,150
81	East Carolina University	Greenville	1,998.00	4,220.00	1016	67	18,223
98	Elizabeth City State University	Elizabeth City	1,637.00	3,898.00	823	29	1,945
56	Fayetteville State University	Fayetteville	1,542.00	3,800.00	867	40	4,345
43	North Carolina Agricultural & Tech State University	Greensboro	1,869.00	3,990.00	911	40	7,442
60	North Carolina Central University	Durham	1,887.00	3,904.00	876	29	5,441
40	North Carolina School of the Arts	Winston-Salem	2,427.00	4,462.00	1109	60	794
59	North Carolina State University	Raleigh	2,414.00	4,220.00	1179	94	26,927
10	University of North Carolina-Asheville	Asheville	1,889.00	4,070.00	1151	91	3,164
61	University of North Carolina-Chapel Hill	Chapel Hill	2,314.00	5,160.00	1245	96	24,044
25	University of North Carolina-Charlotte	Charlotte	1,916.00	4,166.00	1034	75	16,844
43	University of North Carolina-Greensboro	Greensboro	2,136.00	4,064.00	1038	74	12,998
53	University of North Carolina-Pembroke	Pembroke	1,706.00	3,358.00	932	56	2,966
70	University of North Carolina-Wilmington	Wilmington	2,054.00	4,656.00	1086	85	9,757
06	Western Carolina University	Cullowhee	1,930.00	3,380.00	994	45	6,353
40	Winston-Salem State University	Winston-Salem	1,664.00	3,503.00	837	38	2,679

Private 4-Year Colleges

County Code	College Name	Location	In-State Tuition & Fees[1]	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
35	Barber-Scotia College	Concord	7,866.00	3,500.00	686	13	480
75	Barton College	Wilson	10,834.00	3,892.00	917	44	1,231
24	Belmont Abbey College	Belmont	12,226.00	6,276.00	982	46	926
43	Bennett College	Greensboro	8,460.00	3,701.00	820	DNA	640
08	Brevard College	Brevard	11,480.00	4,860.00	979	DNA	700
57	Campbell University	Buies Creek	10,998.00	3,926.00	1048	71	3,266
34	Catawba College	Salisbury	12,600.00	4,840.00	994	46	1,217
80	Chowan College	Murfreesboro	11,520.00	4,600.00	920	39	726
25	Davidson College	Davidson	22,228.00	6,340.00	1322	100	1,652
60	Duke University	Durham	24,751.00	7,088.00	1500*	99	11,811
48	Elon College	Elon College	12,896.00	4,551.00	1106	75	3,961
17	Gardner-Webb University	Boiling Springs	10,780.00	4,630.00	1013	68	3,042
43	Greensboro College	Greensboro	11,700.00	4,900.00	991	46	991
43	Guilford College	Greensboro	16,061.00	5,610.00	1169	70	1,245
43	High Point University	High Point	11,760.00	5,520.00	1008	60	2,831
25	Johnson C. Smith University	Charlotte	9,974.00	3,875.00	974*	DNA	1,546
19	Lees-McRae College	Banner Elk	10,710.00	3,900.00	DNP	41	643
22	Lenoir-Rhyne College	Hickory	12,796.00	4,750.00	1040	DNA	1,482
34	Livingston College	Salisbury	8,820.00	3,700.00	756	15	1,095
09	Mars Hill College	Mars Hill	11,600.00	4,400.00	997	54	1,224
59	Meredith College	Raleigh	9,290.00	4,100.00	1043	80	2,643
56	Methodist College	Fayetteville	12,640.00	4,830.00	955	49	1,973
10	Montreat College	Montreat	10,862.00	4,412.00	1009	63	1,205
73	Mount Olive College	Mount Olive	8,925.00	3,885.00	933	57	1,135
76	North Carolina Wesleyan College	Rocky Mount	8,656.00	5,272.00	887	DNA	924
00	Peace Collge	Raleigh	8,885.00	4,940.00	936	48	583
38	Pfeiffer University	Misenheimer	10,844.00	4,367.00	970	46	1,612
25	Queens College	Charlotte	10,140.00	5,680.00	1120*	65	1,563
52	Saint Andrews College	Lauringburg	13,735.00	5,300.00	974	DNA	527
59	Saint Augustine's College	Raleigh	7,182.00	4,508.00	779	24	1,492
40	Salem College	Winston-Salem	13,465.00	7,920.00	1079	81	1,023
59	Shaw University	Raleigh	6,854.00	4,342.00	DNP	20	2,670
40	Wake Forest University	Winston-Salem	21,420.00	6,660.00	1294	96	6,082
10	Warren Wilson College	Swannanoa	13,600.00	4,444.00	1148	DNA	831
36	Wingate University	Wingate	12,650.00	4,680.00	975	56	1,214

County Code	College Name	Location	In-State Tuition & Fees[1]	Total Student Enrollment
	Community Colleges			
48	Alamance Community College	Haw River	390.00	3,356
10	Asheville-Buncombe Tech. Comm. College	Asheville	386.00	4,564
89	Beaufort County Community College	Washington	384.00	1,435
55	Bladen Community College	Dublin	394.00	982
11	Blue Ridge Community College	Flat Rock	390.00	1,702
69	Brunswick Community College	Supply	405.00	883
21	Caldwell Community College & Tech. Institute	Hudson	391.00	2,986
70	Cape Fear Community College	Wilmington	394.00	5,289
91	Carteret Community College	Morehead City	388.00	1,482
22	Catawba Valley Community College	Hickory	387.00	3,514
58	Central Carolina Community College	Sanford	393.00	3,632
25	Central Piedmont Community College	Charlotte	394.00	16,478
17	Cleveland Community College	Shelby	394.00	2,269
71	Coastal Carolina Community College	Jacksonville	382.00	3,788
98	College of the Albemarle	Elizabeth City	389.00	2,287
82	Craven Community College	New Bern	389.00	2,393
39	Davidson County Community College	Lexington	390.00	2,358
60	Durham Technical Community College	Durham	387.00	5,137
74	Edgecombe Community College	Tarboro	385.00	1,759
56	Fayetteville Technical Community College	Fayetteville	384.00	8,370
40	Forsyth Technical Community College	Winston-Salem	389.00	5,732
24	Gaston College	Dallas	387.00	3,876
43	Guilford Technical Community College	Jamestown	396.00	6,796
77	Halifax Community College	Weldon	386.00	1,511
07	Haywood Community College	Clyde	385.00	1,601
15	Isothermal Community College	Spindale	389.00	2,010
72	James Sprunt Community College	Kenansville	389.00	1,143
66	Johnston Community College	Smithfield	394.00	2,849
84	Lenoir Community College	Kinston	394.00	2,184
88	Martin Community College	Williamston	394.00	709
14	Mayland Community College	Spruce Pine	390.00	852
13	McDowell Technical Community College	Marion	384.00	1,064
26	Mitchell Community College	Statesville	387.00	1,704
45	Montgomery Community College	Troy	387.00	640
76	Nash Community College	Rocky Mount	389.00	1,970
90	Pamlico Community College	Grantsboro	387.00	304
62	Piedmont Community College	Roxboro	391.00	1,772
81	Pitt Community College	Greenville	395.00	5,159
44	Randolph Community College	Asheboro	389.00	1,899
46	Richmond Community College	Hamlett	389.00	1,319
80	Roanoke-Chowan Community College	Ahoskie	393.00	925
53	Robeson Community College	Lumberton	389.00	1,800
42	Rockingham Community College	Wentworth	393.00	1,938
34	Rowan-Cabarrus Community College	Salisbury	391.00	4,153
67	Sampson Community College	Clinton	390.00	1,363
50	Sandhills Community College	Pinehurst	389.00	2,832
	South Piedmont	Polkton	385.00	1,719
54	Southeastern Community College	Whiteville	389.00	1,844
06	Southwestern Community College	Sylva	389.00	1,602
38	Stanly Community College	Albemarle	394.00	1,346
31	Surry Community College	Dobson	389.00	2,887
01	Tri-County Community College	Murphy	385.00	1,208
64	Vance-Granville Community College	Henderson	394.00	3,263
59	Wake Technical Community College	Raleigh	379.00	9,073
73	Wayne Community College	Goldsboro	391.00	2,863
18	Western Piedmont Community College	Morganton	384.00	2,324
28	Wilkes Community College	Wilkesboro	394.00	1,978
75	Wilson Technical Community College	Wilson	385.00	1,562

County Code	College Name	Location	In-State Tuition & Fees[1]	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
	Private 2-Year Colleges						
35	Cabarrus College	Concord	5,000.00	NA	936	53	266
65	Louisburg College	Louisburg	8,790.00	4,925	834	15	507
	Bible Colleges and Theological Seminaries						
57	Heritage Bible College	Dunn	3,280.00	1,320	DNP	DNA	86
43	John Wesley College	High Point	5,556.00	1,750	DNP	DNA	154
40	Piedmont College	Winston-Salem	5,570.00	3,400	DNP	64	295
98	Roanoke Bible College	Elizabeth City	5,610.00	3,460	1005	59	160
59	Southeasten Baptist Theological Seminary	Wake Forest	1,920.00	1,160	DNP	NA	1,722
40	Winston-Salem Bible College	Winston-Salem	1,315.00	675	DNP	DNA	39

[1] Community College tuition and required fees are per semester. Private and Public 4-Year instititutions are per academic year (4 quarters). All room and board costs include double occupancy with 19-21 meals per week except for Cabarrus College, Southeastern Seminary, Heritage Bible, John Wesley and Winston Salem Bible Colleges which exclude board. The following schools board include 14-15 meals per week: UNC-G, UNC-C, and NCSU.

* = Top Quartile score(25%), average score data not provided. NA = not applicable; DNA=Data not available, DNP=Data not provided

Source: Taken from Statistical Abstract of Higher Education in North Carolina, 1999-00 published by the Planning Division of Administration of the University of North Carolina, Chapel Hill, NC.

Facts Sheet for Financial Aid
Post-Secondary Education

FEDERAL

Program	Eligibility	Provides
Army and Air Force Reserve Officers' Training Corps Scholarship (ROTC) (AFROTC) Marine, Coast Guard *(Grant)*	High school graduates and college students enrolled in institutions with officer training programs Competitive based	Four years or less scholarships Provides tuition & fee costs and a book & subsistence allowance
Robert C. Byrd Honors Scholarship (formerly Federal Merit Scholarship) *(Scholarship)*	NC high school graduates accepted for college/university enrollment Competitive and merit based May attend any accredited U.S. institution	Four year award, renewable $1,500/year Equal number from each congressional district
Federal College Work-Study (FWS)	US citizen, enrolled part-time or more, at an approved post-secondary institution (undergraduate or graduate) Need based	Provides on and off campus jobs Minimum wages/8-15 hours/week
Federal Pell Grants (formerly Basic Education Opportunity Grants) (Grant)	Enrolled at least part-time at an approved post-secondary institution (undergraduate only) Need based	Annual award $3,300/year maximum in 1999-2000-2001
Federal Perkins Loan (Loan)	US citizen, enrolled in undergraduate & graduate institutions Need based	A low interest loan $20,000 total undergraduate study or $40,000 for undergraduate and graduate study combined
Federal Supplemental Education Opportunity Grant (FSEOG) (Grant)	US citizen, enrolled in undergraduate institution Need based (exceptional)	Annual award Range $100-$4,000/year
Ford Federal Direct Student Loan (FDSL)	US citizen, NC resident enrolled in eligible in/out-of-state participating institution	Annual award Low interest loan Variable rate not to exceed 8.25 percent
NC Federal Family Education Loan Program (FFELP): Federal Stafford Loans (subsidized & unsubsidized); Federal Plus (Loan)	US citizen, enrolled in eligible out-of-state or NC institution	Annual loan -variable interest rate Up to $2,625/first year undergraduate. Up to $3,500 second year, $5,500 remaining years

STATE

Program	Eligibility	Provides
Incentive Scholarship Grant Program for Native Americans (ISGPNA) (Grant)	NC resident enrolled in a UNC institution Member of a recognized Indian tribe Need based Renewable	Maximum annual award: full-time undergraduate -$700 full time graduate -$5,000 Proportional amounts for part-time
Freshman Scholars Program (Scholarship)	NC resident, HS senior enrolled at 1 of 5 UNC campuses Competitive based	Tuition, fees & books Non-renewable
Incentive Scholarship Program (Scholarship)	NC resident, undergraduate enrolled at 1 of 6 UNC campuses Geographic & public service requirement Competitive based	Annual award up to $3,000 Renewable
Minority Presence Grant General Program I (Grant)	NC resident enrolled at a UNC institution where their race is in the minority (black & white students) Need based	Annual award amount varies with recipient need
Minority Presence Grant General Program II (Grant)	NC resident enrolled at UNC institution who are Native American or other minority Need based	Annual award amount varies with recipient need
NC Community College Scholarship Program (Scholarship)	NC resident enrolled at a NC community college Need based	Annual award
NC Legislation Tuition Grant (NCLTG) (Grant)	NC resident enrolled full time at private NC institution Not need based	Annual award· Maximum $900/semester or $1,800/year 2000-2001
NC Student Loan for Health, Science, and Mathematics (HSM) (Loan)	NC resident enrolled full time in institution offering accredited eligible programs Competitive and need based	Annual loan, renewable Maximum Range $3,000-$8,500/year/degree level Repay in service or cash
NC Teachering Fellows Scholarship (Scholarship/Loan)	NC resident enrolled at eligible NC institution Competitive based/recommendation	Annual loan, renewable for 3 additional years Up to $6,500/year 400 awarded annually

Nurse Education Scholarship Loan (NESLP) (Scholarship/Loan)	NC resident enrolled at eligible NC institution offering LPN or RN program Competitive and need based	Annual scholarship loan Range $400-$5,000 bachelor's level Range $400-$3,000 at LPN and ADN level Repay in service or cash
Nurse Scholars Program (NSP) (Scholarship/Loan)	NC resident enrolled in NC institution offering eligible nursing programs (undergraduate and master's) Competitive and merit based	$3,000 diploma/associate level $3,000-$5,000 bachelor's level $6,000 for full-time master's study 450 annual awards repay in service or cash
Prospective Teachers Scholarship Loans (PTSL) (Scholarship/Loan)	NC high school graduate enrolled in approved education program at post-secondary institution Competitive	Annual award, renewable for 3 additional years Up to $2,500 annually Repay in service or cash
Rehabilitation Assistance for Visually Handicapped (Scholarship)	NC resident, enrolled full time at NC postsecondary institution Legally blind with employment handicap and expectation for a job Need based	Covers tuition, fees, books, supplies, and reader services
State Contractual Scholarship (SCSF) (Scholarship)	NC resident enrolled at least part-time at eligible NC private college or university	Monies given to private schools to be divided among full & part-time needy students Average Award -$1100
NC Student Incentive Grant (NCSIG) (Grant)	NC resident enrolled full time at NC institution (as undergraduate) Substantial need based/ Pell Grant eligible	Annual award Average award $800
Vocational Rehabilitation Program (Grant)	NC resident, post-secondary applicants Mental or physical disability creating an employment handicap and expectation for gainful employment Need based	Varies based upon need and program type Individually designed program

College Vision

In 1996, the North Carolina General Assembly authorized the North Carolina State Education Assistance Authority to create and operate a parental savings trust fund. The College Vision, which was implemented in June 1998, allows parents and grandparents to spread out over a period of years their payments for future college expenses of their children or grandchildren. Parents and Grandparents must open the account for the beneficiary before the child is a junior in high school. This savings trust fund is not a prepaid tuition plan, but rather a savings account with a loan option if educational costs exceed the accumulated savings plus interest earned. Families may use the fund to pay for an education at any accredited public or private post-secondary institution inside North Carolina or outside of the state. Earnings on the savings accumulate free of taxes – when withdrawn, earnings are taxed for federal purposes at the beneficiary's rate, not the parents' rate. Earnings will never be taxed by the State of North Carolina. For more information about this program, contact College Foundation, Inc. at 1(800) 600-3453 or visit their web site (www.collegevisionfund.org).

Source: NC State Education Assistance Authority. Look for publication, "Student Financial Aid for North Carolina, on web site at (*www.ncseaa.edu)*.

Activity 19. Sample Questions for a Military Recruiter

1. What is the length of time I would stay in service?
2. What is the starting pay?
3. What and where is basic training?
4. How long is basic training?
5. What specific jobs do you have available at this time? What type of training will I get for these jobs?
6. How do you determine if I am qualified for a specific job?
7. How can I be assured I will get the job I request?
8. What civilian jobs will my military training be useful for?
9. Can I be married and be in the military?
10. What benefits (education and others) are available to me after I finish my service term?
11. What other options do I have if I decide to stay in the military as a career?
12. If I really cannot adjust, is it possible to leave?

Think of other questions you may have and ask your parents what questions they have to add.

REMEMBER: IT'S YOUR DECISION

IV

JOB SEARCH

JOB SEARCH

Steps for starting your job search campaign.

1. **Define your objective.** Know what kind of work you most enjoy and perform the best. A targeted job search will be more successful.

2. **Write an effective resume**. Focus on your qualifications for the type of work you want to do. Show where you want to work, not solely on where you have been.

3. **Write an attention getting cover letter.** Always send a cover letter with a resume. Cover letters are individualized for the job you are seeking. Do not send a form letter.

4. **Prepare your references**. Call each person; ask them to be a reference for you. Also ask them to keep you in mind if they should hear of any positions for you.

5. **Research.** Make a list of potential employers, research each company, and narrow the list to a manageable size. Libraries have information on companies.

6. **Network**. Prepare a brief presentation describing the type of work you want to do. Do not ask for a job; ask for advice and names. Make a two-minute commercial about yourself that clearly states your strengths and abilities. Ask them if they are aware of anyone or any company that needs your skills. Leave each meeting with at least two names of people for you contact. Contact these people yourself. Do not leave the responsibility of finding a job to these initial contacts.

7. **Use a combination of job search methods**. Do not overlook the want ads, but only spend 5% of your time using this method.

BEST COPY AVAILABLE

RESUMES

A resume is one of the most important tools in your job search. Its purpose is to entice the employer to know more about you and call you for an interview. It is usually the first impression you will make on that person. Make it a good one!

A GOOD RESUME PRESENTS:

- who you are
- what kind of position you want
- SKILLS you have and accomplishments you have made
- listing of education and training
- listing of previous work experience

GENERAL DO'S AND DON'TS

DO	DON'T
Be concise, accurate, positive	Lie or exaggerate
List your most recent job first	Include salary history
Stress skills & accomplishments	Use pronouns, abbreviations
Research & use keywords related to the job	Overdo use of bold & italics
Make resume attractive to read	Use small type or overcrowd margins
Have someone proofread before mailing	Include references

References are usually left off resumes unless you are instructed to include them for a job fair.

Have references available on another typed sheet of paper for the interview- at least three people, not relatives, that have recognized your skills, accomplishments or personal qualities.

"References furnished upon request" is no longer necessary on the bottom of resumes. It may be eliminated especially if space is needed for pertinent information.

There are different resume formats. Not one resume format or style is appropriate for all job seekers. Select the style and format, which best markets and sells your skills and qualifications to the most employers.

Include your e-mail address on resume, if you check your e-mail regularly.

Always include a cover letter (see the following pages) with a resume.

DEVELOPING A CAREER OBJECTIVE

"A resume without an objective is like a book without a title", states Jay L. Stahl, managing director of Right Associates in Raleigh, NC.

By trying to keep many career options open and not using an objective, clients/students may give the message to employers that they are not focused, do not have any goals and diminish the possibility of being called for an interview.

Seniors attending job fairs or looking for full time employment need to design a resume, including a career objective, that is flexible to entice the varied employers who attend, while giving a statement of the strengths he/she has to offer. This can be done as follows:

A CAREER OBJECTIVE HAS THREE KEY PARTS:

1. Level of position for which one is applying.
   For high school students this primarily will be "entry level positions".
   Example: CAREER OBJECTIVE: Obtain an entry level position...

2. Type of business, industry or career area sought.
   Keep this generic, such as manufacturing, construction, health or human services, sales, etc.
   Example: CAREER OBJECTIVE: Obtain an entry level position in the hospitality industry....

3. State the major strengths you have to offer this employer.

Be sure there are examples of these strengths in the resume either as a volunteer, club activities, or work experience. The career objective is the first part of the resume the interviewer will see. It can start the interview process with a focus.

EXAMPLES OF CAREER OBJECTIVES FOR HIGH SCHOOL STUDENTS:

- Obtain an entry level position in a business or industry using my strengths in clerical procedures and customer contacts.

- Obtain an entry level position in an industrial or manufacturing environment using my strengths in mechanical abilities and warehouse duties.

- Obtain an entry level position in a health or human services facility using my strengths with individual care and personal attention to needs of others.

THE CHRONOLOGICAL RESUME

The chronological resume emphasizes work experience. It is the preferred style of resumes by employers because it enables them to quickly match your previous work experience to their immediate needs. It can be used by recent graduates to show their part-time, co-op, and summer employment as relevant work experience.

Writing a Chronological Resume:

- Use a career objective to market your strengths and skills without limiting your options. See the preceding pages for more information on career objectives.
- Use a summary statement, 3-4 statements about who you are, your experience and credentials.
- Start with your most recent position and work backward. Give the name of the company, city, state; job title, major duties and accomplishments.
- Keep your job objective in mind and emphasize the duties and accomplishments that publicizes your strengths and for which the employer is looking.
- Use action verbs to start each phrase or sentence.
- Use lists preceeded with bullets for easier reading.
- If you have completed a relevant course or received a diploma/degree in the last five years, it should go at the top of the resume; otherwise education should be listed at the bottom. Keep the length of your resume to one page, two at the maximum. If you use a second page, be sure to type your name on the top of page 2.

CHRONOLOGICAL FORMAT

NAME - State full name, type in bold and use a large type
E-MAIL ADDRESS
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE - indicate the position or general type of job you are seeking.
SUMMARY STATEMENT -(optional)
EDUCATION - if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses (may be a separate section). GPA may be appropriate.
WORK EXPERIENCE - list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.
SKILLS - list relevant skills. Skills include the machines you can operate, computer hardware, software in which you are competent. Examples: operate a cash register, copier, fax machines, IBM computer, Macintosh computer, Word Perfect.
ACTIVITIES - extra curricular activities, community activities are all appropriate if space permits and if relevant to your job objective.

See sample chronological resume.

THE FUNCTIONAL RESUME

The functional resume organizes your experience by areas of skills, avoiding a strict reliance on chronology. Functional titles or skill clusters are used or organize your skills from various places of employment, volunteer or educational experiences. The functional resume is an excellent tool for career changers, job seekers re-entering the job market after a period of not working and for students finishing a degree or program area which qualifies them for work differing from their previous employeemnt.

Writing a Functional Resume:

- Determine the functional titles that best describe your skill area and are most closely related to your job target.
- Include summary statement.
- Within each functional area stress your accomplishments, results or abilities.
- Include all relevant accomplishments without identifying the place of employment or voluntary situation in which it took place.
- List your education, relevant courses or degree at the top of the resume if it was completed within the last five years.
- List work experience at the bottom, giving dates, company name and title.
- Keep length of resume to one page, two maximum. If using a second page, type your name only on upper corner of second page.

FUNCTIONAL FORMAT

NAME - type full name in large type
E-MAIL ADDRESS
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE - although optional, either career highlights or objective gives reader the messages of your career goals and your focus.
SUMMARY STATEMENT -(optional)
EDUCATION -if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses and GPA (optional).
FUNCTIONAL TITLE (S) - Select two or three skill areas in which you are interested. Examples: Customer Service, Sales & Marketing, Office Technology, Graphics & Design, Medical Services, Food Service, Hospitality, Horticulure,etc. List them in order of your interest and skill level. State accomplishments or qualifications you have under each title.
WORK EXPERIENCE
date job title company name, city, state
date job title company name, city, state
date job title company name, city, state
See sample Functional Resume.

THE ELECTRONIC RESUME

The electronic resume will be read (scanned) by a computer and placed in a database. The format may be chronological or functional. It must contain keywords and a keyword summary. Keywords are nouns that state your job title, duties and accomplishments. The keyword summary should contain the targeted job title and alternative labels, as well as previous job titles, skills, software programs, and language known to the particular industry, profession or occupation. It is important to note the resume will be read by a computer first, and a human second. If it does not contain the "keywords" the employer has requested the computer to search, it will not be seen by a human hiring professional. See the following pages for sample keywords.

Writing an electronic resume:

- Choose the most likely keywords and arrange them in an appropriate order.
- Use the typeface most easily read by a computer: Helvetica, Times Courier and a font size between 10-14 point (name should be 14).
- Avoid italics, script, underlining, graphics, shading, boxing, vertical and horizontal lines, columns –the computer has difficulty reading these. Bold type and solid bullets are OK.
- Use smooth white paper (8 ½ x 11), black ink with laser quality print.
- Use abbreviations carefully.
- Avoid stapling or folding the resume and cover letter. Words in the fold may not be scanned correctly. Provide sufficient white space.

ELECTRONIC FORMAT

NAME –Large print, bold without any fancy layouts
E-MAIL ADDRESS
STREET ADDRESSS
CITY, STATE, ZIP CODE
AREA CODE TELEPHONE NUMBER –To ensure separation of words and categories, leave plenty of white space instead of parentheses. Example: 919 772-5555.
OBJECTIVE –optional, unless applying for specific job title employer is seeking.
KEYWORD SUMMARY –approximately 25 words that best sell you stated in nouns. Include job title, duties, skills, and interpersonal traits.
EDUCATION –if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses. GPA is optional.
SKILLS –relevant to job objective not previously stated in Keyword Summary. May include transferable, technical and computer skills. Bulleted single column list scans the best.
WORK EXPERIENCE –list each job separately starting with your present job or most recent job first, state your position, major responsibility, duties and accomplishments.
ACTIVITIES, HONORS, AWARDS –extra curricular activities, community activities, sports, etc. are appropriate if space permits and is relevant to your job objective.

See sample electronic resume.

from: Electronic Resume Revolution by Joyce Lain Kennedy and Thomas Morrow, John Wiley & Sons, 1994

RESUME WORD LIST

ACTION VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Acted
Adapted
Addressed
Administered
Advised
Allocated
Analyzed
Approved
Arranged
Ascertained
Assisted
Attained
Audited
Brought
Budgeted
Built

Calculated
Chartered
Checked
Classified
Coached
Collected
Communicated
Compared
Completed
Computed
Conceived
Coordinated
Copied
Counseled
Created
Dealt

Decided
Defined
Delegated
Delivered
Designed
Detected
Directed
Documented
Drove
Dug
Edited
Eliminated
Empathized
Enforced
Established
Estimated

Evaluated
Examined
Expanded
Experimented
Extracted
Facilitated
Filed
Financed
Fixed
Followed
Formulated
Founded
Gathered
Gave
Generated
Got

Governed
Guided
Handled
Headed
Helped
Identified
Illustrated
Imagined
Implemented
Improved
Improvised
Increased
Indexed
Initiated
Inspected
interpreted

Investigated
Judged
Kept
Learned
Lectured
Led
Lifted
Listened
Logged
Made
Maintained
Managed
Manipulated
Mediated
Memorized

Monitored
Met
Modeled
Observed
Obtained
Offered
Operated
Ordered
Performed
Received
Taught
Utilized
Volunteered
Worked

SKILL VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Achieve
Act
Administered
Analyze
Assemble
Build
Calculate
Communicate
Compose
Consult
Control
Coordinate
Copy
Count
Create
Debate
Define

Deliver
Draw
Edit
Elicit
Eliminate
Emphasize
Enforce
Establish
Estimate
Evaluate
Examine
Expand
Experiment
Explain
Express
Extract
Figure

File
Finance
Imagine
Implement
Improve
Improvise
Increase
Influence
Interview
Invent
Judge
Keep
Lead
Learn
Lecture
Listen
Maintain

Make
Manage
Manipulate
Motivate
Negotiate
Observe
Organize
Originate
Paint
Perceive
Perform
Persevere
Persuade
Photograph
Pilot
Plan
Problem Solve

Produce
Promote
Publicize
Purchase
Question
Raise
Read
Realize
Reason
Receive
Recommend
Reconcile
Record
Recruit
Reduce
Refer
Remember

Repair
Research
Schedule
Select
Sell
Sense
Separate
Serve
Service
Set
Sew
Shape
Speak
Study
Summarize
Supervise
Supply

Take Instruction
Talk
Teach/Train
Tell
Troubleshoot
Tutor
Type
Umpire
Understand
Unify
Upgrade
Use
Utilize
Verbalize
Weigh
Work
Write

ADAPTIVE SKILL WORDS THAT DESCRIBE YOUR PERSONAL TRAITS

Active
Adaptable
Adept
Broad-minded
Competent
Conscientious

Creative
Dependable
Determined
Diplomatic
Disciplined
Discreet

Efficient
Energetic
Enterprising
Experienced
Fair
Forceful

Firm
Honest
Innovative
Instrumental
Logical
Loyal

Mature
Methodical
Objective
Outgoing
Participate
Personable

Pleasant
Positive
Productive
Reliable
Resourceful
Self-reliant

Sense of Humor
Sensitive
Sincere
Successful
Tactful
Versatile

Source: North Carolina State University Placement Manual, 1993

Sample Resume I (Chronological) - Entry level with a career objective suitable for job fair participant.

Janet Lynn Stevens
325 Green Road
Raleigh, North Carolina 27622
(919) 525-1212

OBJECTIVE

Obtain an entry level clerical position in a business or industry using my strengths in accuracy, attention to detail, and excellent communication skills.

EDUCATION

W.G. Edward High School
Raleigh, North Carolina
Graduation Date: June 5, 1998

VOCATIONAL COURSES

Typing I, II
Introduction to Computers/Computer Applications
Administrative Support - Co-op

SKILLS

Type 45 words/minute
Knowledge of PFS Write, Report, File Software, WordPerfect 5.0
Operate fax, copy machines and IBM computer

WORK EXPERIENCE

8/95 - present
Rogers Insurance Company, Raleigh, North Carolina
Office Assistant
Duties: Answer telephone, file forms, data entry

1/95-8/95
Sam's Family Restaurant, Raleigh, North Carolina
Hostess
Duties: Greet customers, cashier, handle reservations, banquet set-up

REFERENCES

Mr. John Moore, Teacher
203 Morning Drive
Raleigh, North Carolina 27529
(919) 777-2552

Mrs. Shirley Smith, Counselor
636 Lakeside Road
Raleigh, North Carolina 27533
(919) 777-6110

Mr. Larry Brown
P.O. Box 149
Raleigh, North Carolina 27622
(919) 762-6126

Sample Resume II - Chronological With Career Objective and Qualifications

Joan H. Stewart
216 N. Oak Street
Anderson, North Carolina 27810
(919) 555-6075

Career Objective

Entry level electrical/mechanical installation, maintenance or repair position with opportunities for advancement using my strengths in problem solving and customer service.

Qualifications

- Successful completion of electronic servicing program
- 1 year cooperative education experience in electrical service and repair
- 2 years part-time experience in retail sales

Work Experience

1995-Present XYZ Electronics, Inc., Anderson, North Carolina
Technical Assistant

- Conducts routine equipment checks
- Tests and repairs defective wiring and parts
- Checks circuits using testing equipment
- Processes customer calls

1994-1995 Bob's Appliances and Television, Anderson, North Carolina
Sales Associate

- Sold appliances, televisions, radios
- Processed repair orders
- Received and controlled inventory

Education

A.S. Electronic Servicing, 1993
Catawba Valley Community College, Hickory, N.C.
GPA - 3.4

Sample Resume III - Functional

BETH WOODS

101 Main Street
Capital City, North Carolina 25555
(919) 234-5678

OBJECTIVE

Summer internship position in a medical setting using my strengths in medical terminology, good rapport with the general public and avid interest in medical careers.

EDUCATION

W.E. Smith High School, Crosstown, North Carolina
Graduation Date- June 2, 1998
Relevant Courses: Biology, Anatomy & Physiology, Medical Science

RELEVANT EXPERIENCE

Peer Mediator - completed extensive training in conflict situations; able to assist fellow students resolve differences without violence.

Medical Terminology - placed first in regional competition for defining medical terms and phrases

Wynne County Hospital - volunteered 8 hours per week in pediatric ward assisting medical personnel, families and patients. Received Outstanding Student Volunteer Award

WORK EXPERIENCE

1995 -1997 (Summers)	Sales Clerk	Judy's Department Store, Capitol City, N.C.
1994 -1995 (Summer- JTPA position)	Records Clerk	Wright Community Hospital, Capitol City, N.C.

Sample Resume IV - Functional

JAMES MICHAELS
155 Stevens Street
Warrenton, North Carolina 27655
(910) 768-1234

EDUCATION

Southeast High School, Southtown, North Carolina
GPA 3.5
Top 25% of graduating class
NC Scholar

EXTRACURRICULAR ACTIVITIES

Key Club- 3 years
Junior Class Treasurer
Swim Team- 4 years, Captain-1year
Debate Team- 2 years
Quiz Bowl- 2 years

AWARDS AND HONORS

Honor Roll- all semesters
National Honor Society
Outstanding Student Athlete

COMMUNITY INVOLVEMENT

Habit for Humanity - junior class project- volunteered 50 hours
Tutored elementary school student in housing project

WORK EXPERIENCE

1996-1997	Apple Food Stores, Waverton, N.C. Cashier & Produce Clerk
1995-1997	YMCA Summer Camp, Waverton, N.C. Camp Counselor- 3 summers

Sample Resume V - Electronic

Kathy S. Reston
ksreston@rr.com
2457 Lakemont Drive
Raleigh, NC 27810
(919) 733-6456

OBJECTIVE: Drafter

KEYWORDS

Blueprint. Process Flow Diagrams. Drafting, Instrumentation Diagrams. Intergraph Microstation 3.0. Harvard Graphics 3.0. Quattro Pro. Lotus 1-2-3. MS Excel. Document Control files. Structural. Engineering. Electrical. Civil.

DRAFTING SKILLS

Process Flow Diagrams
Piping and Instrumental on Intergraph Microstation 3.0
Charts and graphs using Harvard Graphics 2.6 and 3.0 software
Charts on Lotus 1-2-3 and MS Excel
Document Control files and documentation on Word Star 6.0 and PerForm software
Maintain bills of material using Quattro Pro software

WORK HISTORY

Drafter
Raleigh Blueprint & Design
Raleigh, NC
1992-1997

Drafter
Edwards Engineering
Greenville, NC
1990-1992

EDUCATION

Wake Technical Community College, Raleigh, NC
1990 Associate of Applied Science Degree
Major: Mechanical Engineering Technology

Resume Worksheet & Instructions

Name: *Mary Jane Robinson*

Use full name

Address: *600 Randolph Drive, Raleigh, North Carolina 27613*

Telephone Number: *(919) 555-1212*

(Area Code) Phone Number

Career Objective: ____________________

Entry level clerical position ...
Summer internship ...
Cooperative education position

State general nature of work you want to pursue rather than specific job

See page ___ for more information on career objectives

Education

G.W. Donaldson High School
Raleigh, North Carolina
Graduation Date: June 5, 1992

High school name and graduation date

Vocational Courses (or Relevant Courses)

Accounting
Agriculture
Introduction to Computers
Drafting I, II, and III
Auto Mechanics

List vocational or relevant courses which will benefit your job seeking

Skills

10 key pad adding machine
Cash register
Type 45 wpm
Versacad Drafting Machine
IBM-PC

Machines you can operate
Words per minute typing skills
Software you know
Begin each sentence with an action verb (see page 64).

Work Experience

6/94 - present	*Woodall Medical Center* *Raleigh, North Carolina 27666* *Dietary Aide*
12/93 - 5/94	*EKR Drugstore* *Raleigh, NC 27661* *Cashier, Pharmacy Assistant*

List present employer first
List dates of employment
State title, job duties

Extra Curricular Activities/Special Awards:

HOSA, DECA, VICA, Student Council, Class Representative, SADD

List school and/or community activities

References: Name: ____________________, Teacher
Address: ____________________
Phone No. ____________________

List 2 or 3 people that know you well
NOT relatives or school friends
Ask them for permission first

References may be put on a separate sheet, include references on resume for job fairs.

Activity 22. Resume Worksheet

Directions: Before writing your resume, fill out this worksheet and use this information to write your own resume.

Name ______________________________

E-mail ______________________________

Address ______________________________

City, State, Zip Code ______________________________

Telephone Number (xxx) xxx-xxxx ____________________

Objective ______________________________

Summary Statement ______________________________

Education

____

____

Vocational/Relevant Courses

____

____

____

Skills

____________________ ____________________

____________________ ____________________

Work Experience (2 or 3)

Date: ______________________________

Company Name: ____________________ City: ______________ State: ________

Job Title: ______________ Duties: ______________________________

Accomplishments/Special Awards

____

References: Name: ____________ Title: ________ Address: ____________________

(2 or 3)

Phone No. ______________

References should be put on separate sheet.

Resume Development Checklist

Category	Can Be improved By	Good
Overall appearance • Resume is neatly and accurately typed with no errors in grammar, spelling. • Adequate white space and margins are used. • Points are graphically highlighted. • Most important "selling" points are at after the job objective. • Resume is brief and relevant. • Resume is printed on quality paper. • Resume looks professional.		
Objective • Clear, short statement geared to the employer's needs. • Includes job title and your special skills.		
Education • All relevant honors, awards, training, education, and special skills are included. • Schools are listed in reverse chronological order.		
Experience and skills • Work history is listed in reverse chronological order with dates included. • Company name, city, state, job title are included. • Skills and accomplishments are clustered. • Skills and accomplishments are written in short, clear phrases. • Accomplishments from paid and volunteer work are included.		
References • You have prepared a reference list of names, phone numbers, and other pertinent information. • You have asked permission from the references to use their name.		
Summary • The resume sells the writer. • The resume has a cover letter.		

HOW TO WRITE A COVER LETTER

A cover letter is an introduction to your resume and shows your writing skills to an employer. When you send an employer a resume, you should always include a cover letter.

- State how you heard about the opening, through a person, job listing, etc.
- Show why the employer should read your resume.
- Initiate the interview process.
- Be businesslike, straightforward, and enthusiastic.
- Type it neatly without errors and use good grade paper.
- Proofread your letter, and have someone else proof it also.
- Keep copies of all your correspondence for future reference.
- Address your letter to a specific person to avoid using "Dear Sir" or "To Whom It May Concern."
- A cover letter should be no longer than one page.

See the sample on the next page.

Activity 21 Cover Letters

Cover Letter For Entry Level Position

Directions: Read Career Choices. Write a cover letter to accompany your resume to an employer. A sample cover letter is shown there, another version is shown below.

205 Henderson Road
Edgetown, North Carolina 27113

May 5, 1997

Mr. Ronald Parks
Human Resources Manager
Blake Industries
300 East Main Street
Edgetown, North Carolina 27114

Dear Mr. Parks:

Introduction ☞

I am interested in the clerical position you advertised in Sunday's Daily News. My resume is enclosed for your review. I am graduating from Edgetown High School in June and am available for full time employment at that time.

As the following comparison shows, my experience meets the requirements stated in the advertisement.

Qualifications ☞

Your Requirements	My Qualifications
Knowledge of word processing	Competent in WordPerfect, PFS Write/File; 3.0 GPA in business courses
Ability to work with others	Officer in Future Business Leaders of America (FBLA)
Previous related experience	Summer employment and co-op experience at Daly Financial Services

Ask for Interview ☞

Thank you for your time and consideration. I look forward to discussing my qualifications with you at your earliest convenience.

Sincerely,

Joyce Daniels

Enclosure

Letter of Application for Summer Internship or Employment

1002 Main Street
Camden, North Carolina 22231
March 17, 1997

Ms. Emily Smith
Personnel Manager
Department of Highway Construction
PO Box 22266
Capital City, North Carolina 27600

Dear Ms. Smith,

Please accept this letter of application for the summer internship program with the Department of Highway Construction. I have received the requirements for this program through Ms. Jones, Industry Education Coordinator at Camden High School.

My qualifications are:

- senior at Holland County Public School System
- accepted Graham College of Engineering
- excellent academic and attendance records
- interested in industrial or civil engineering as a career

Enclosed please find a letter of recommendation from Ms. Clark, Drafting teacher, my high school transcript and the essay you requested. I can be reached at (919) 223-2345 most days after 3:00 pm. I look forward to hearing from you soon.

Sincerely,

Joe Student

Enclosures

Activity 22 Interview Practice Questions

Directions: Write a complete sentence to answer the following questions frequently asked during an interview.

1. What jobs, including summer and part-time, have interested you the most? Why?
2. How have your education and/or employment experiences prepared you for this job?
3. What are your career goals?
4. Where do you see yourself in five years?
5. Can you tell me about yourself and your background?
6. What do you consider your best qualities or strengths?
7. What do you consider your weaknesses?
8. What interests you about this job?
9. Why do you want to work for this company?
10. What did you like and dislike about your last job?
11. Which course(s) did you like best in school?
12. Last month, how many days of work or school did you miss?
13. Why should I hire you for this job?

WHAT EMPLOYERS ARE LOOKING FOR IN AN INTERVIEW

Some questions are asked in almost every typical interview. They include:
- tell me about yourself
- why do you want to work here
- what are your goals

Even when we prepare for these questions, sometime we wonder "Why did they ask that question?" or "What were they really looking for during the interview?" Also note many interviews are now performed as a team. Two or more people will be asking questions. This can cause further difficulty in positioning, eye contact and feeling overwhelmed by the questioning. It may help to focus on the person who is asking the question and not glancing at the other people. Trying to pick up on the reactions of others in the room may distract you from answering the questions with clarity and enthusiasm.

QUESTIONS TO EXPECT AND WHAT THE EMPLOYER EXPECTS

1. **Tell me about yourself.** Interviewer is breaking the ice and you are setting the tone for the interview. Mention a few personal, job related or education related skills or accomplishments. Samples: " I am a recent graduate of .....school where I played tennis and was a member of the ____club. In school I enjoyed my English and computer classes...I worked in the summer as a lifeguard and assisted the swim team coach." It is not necessary to give too much detail or go back to childhood activities.

2. **Why do you want to work here?** The interviewer(s) want to know how much you know about their company, including its products and services. This is where the prior research on the company is crucial.

3. **What are your career goals?** Most of the time, employers are looking for someone to stay in the job for awhile. Therefore, career goals of returning to school, starting your own business or moving to a different location will not be appropriate. They are checking to see if you are really interested in the job or just waiting for the next opportunity. If your career goals fit with the direction the company is moving, then your chances for getting hired have increased. "A career goal is to be the top sales person in xxx amount of time; my immediate goal is to gain more experience in this field and then long term be able to grow as the company grows."

4. **Give me an example of.....**This can be one of the most difficult questions to prepare for since you have no idea what will be asked. Go to the interview prepared with specific examples of when you used your skills, especially skills in: leadership, stress management, team building, persistence, and problem solving.

Activity 23 a. A Job Interview Checklist

Directions: Use this checklist to prepare for your interview. If you can answer "yes" to all the questions, you are ready. Refer to this list before every job interview.

YES	NO	
____	____	1. I can list five things about myself that makes me a good candidate for this job.
____	____	2. I can discuss in detail each item on my resume or job application.
____	____	3. I can list the skills or experience that qualifies me for this job.
____	____	4. I have the training or education that qualifies me for this job.
____	____	5. I have hobbies or activities that might help me qualify for this job.
____	____	6. I can write down my employment history with accurate names, addresses, and dates for each job (if applicable).
____	____	7. If I am asked for personal references, I have the names and telephone numbers of three individuals who have agreed to be my references.
____	____	8. I have documents needed for the interview, such as social security card or driver's license.
____	____	9. I am dressed properly for the job I am applying for.
____	____	10. I have directions and have made transportation arrangements so I can get to the interview on time.
____	____	11. I have prepared some questions to ask the interviewer.

Source: The Jobseeker, Helping NY Work

• **Activity 23b.** **Evaluation forms**

PRACTICE INTERVIEW EVALUATION

Did the applicant...	Needs to improve	Good	GREAT!
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to questions?			
-exhibit enthusiasm about working?			
-appear to have a positive attitude?			

OVERALL COMMENTS:

Did the applicant...	Needs to improve	Good	GREAT!
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to questions?			
-exhibit enthusiasm about working?			
-appear to have a positive attitude?			

OVERALL COMMENTS:

From: Curtis & Associates, Inc.

Activity 24. Follow Up Procedure

Often your chances of employment can be increased by making another contact with the employer. This can be done by a telephone call or a thank-you letter. The thank-you letter is often the most common follow up method.

FOLLOW UP LETTER: "Out of Sight - Out of Mind"

A thank-you letter may be typed OR neatly handwritten on personal stationary.

The letter should be written soon after the company or job fair interview, the next day is best!

The letter should state your continued interest in the job and your appreciation of their time spent with you during the interview.

Directions: Write a thank-you note to an employer similar to the sample below.

AFTER COMPANY INTERVIEW

6200 Waverly Street
Burlington, NC 27215

November 30, 1997

Mr. Mark J. Raynard
General Manager
Johnson Electronics, Inc.
230 Washington Avenue
Greensboro, NC 27408

Dear Mr. Raynard,

Thank you for considering me for the position of electronics technician with your company. I am very impressed with your company and the enthusiasm that your employees have about their jobs.

If you need additional information, please contact me. Thank you again for your time and interest in me. I look forward to hearing from you.

Sincerely,

Mark Anderson

AFTER JOB FAIR INTERVIEW

1234 Main Street
Littletown, NC 27676

May 21, 1997

Ms. Betty Springs
State Banking Services
Wayne, North Carolina 27611

Dear Ms. Springs,

Thank you for participating in our job fair, Workforce '97, this week. I was pleased to be able to interview with you and learn more about the opportunities in the banking industry.

As you have requested, I will call you next week to set an appointment for another interview. If you need any further information before then, I can be reached at 556-2415.

Thank you once again. I look forward to talking with you further.

Sincerely,

Jane Student

NETWORKING

Ask a group of people how they found their last job and the majority of the replies will be-"I knew someone....". Networking is the process of talking to people to obtain information about the marketplace and broaden your circle of contacts and acquaintances. Networking has developed into a fine art of exploration. If you do not know someone that can assist you in your job search, you may still apply this technique. Networking includes finding people who are willing to share information about their occupation, industry, company and community contacts to assist you. As you develop your job search network start with people you know and ask them for their business and personal acquaintances who can assist you in seeking information.

Tips for students:

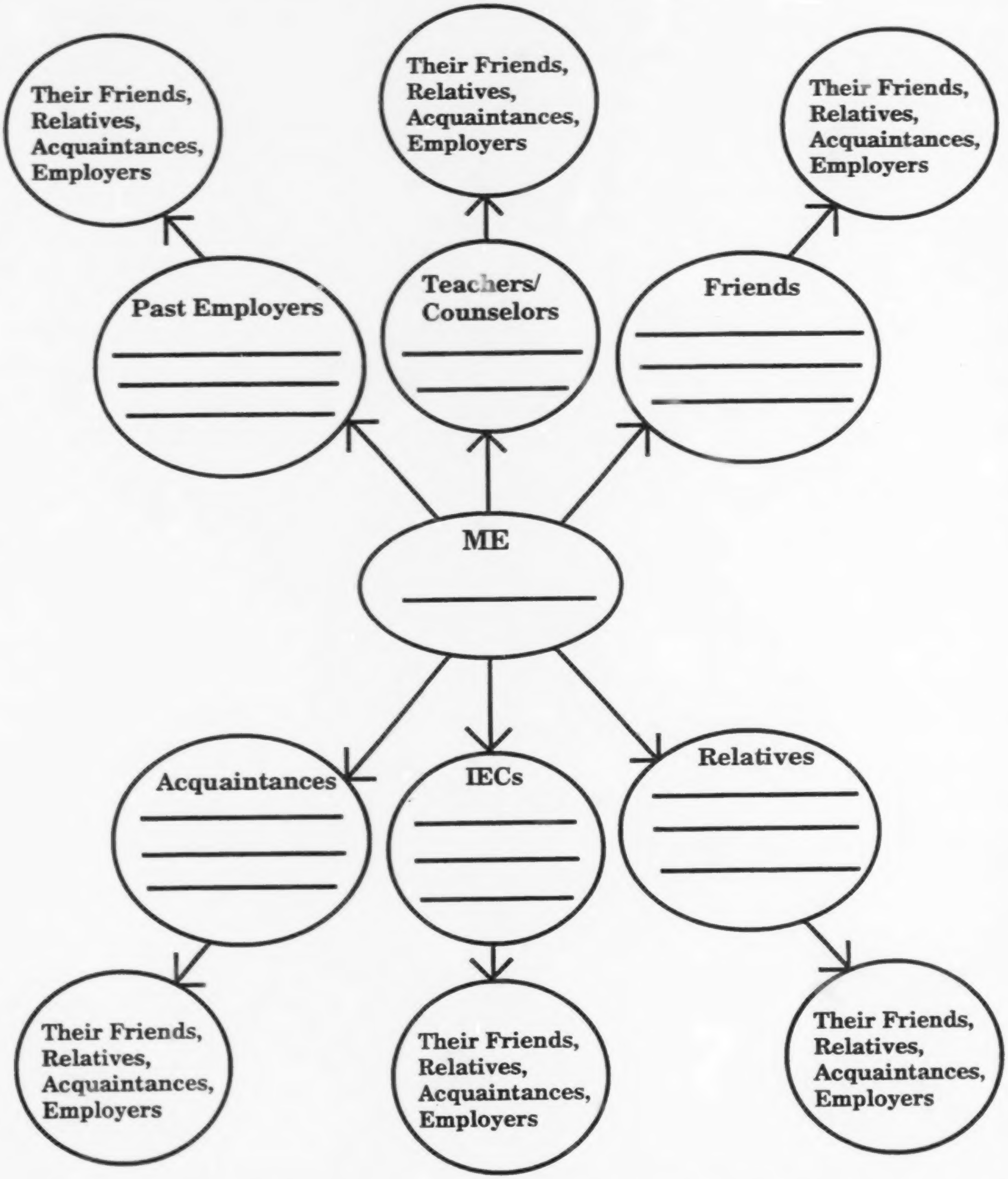
- Let people know you are available for work- do not ask for a position directly- ask for information.
- Networking will help you discover the hidden job market- jobs that are never advertised.
- Effective networking requires excellent people and communication skills.
- More than 75% of your networking will require listening for information and follow through on suggestions.
- Networking builds your self confidence and self assurance.
- Be prepared for each networking call or interview. Sell your skills, knowledge and excitement of finding new employment.
- Get at least two names or places for further information. Be sure to follow up on these leads.

Networking steps:

1. Identify your network- list names of everyone you know
2. Select the ones who can help you the most and the ones you are most comfortable calling.
3. Call!!!!- Prepare a script, and start the process.
4. Keep records of everyone you called and write thank you notes to everyone who assisted you.
5. Put the leads you received on the networking list and contact them.

Activity 25. Networking Map

Directions: Fill in the circles with names of friends, acquaintances and past employers in appropriate places. Start in the center with "ME".


Their Friends, Relatives, Acquaintances, Employers
Their Friends, Relatives, Acquaintances, Employers
Their Friends, Relatives, Acquaintances, Employers
Past Employers
Teachers/ Counselors
Friends
ME
Acquaintances
IECs
Relatives
Their Friends, Relatives, Acquaintances, Employers
Their Friends, Relatives, Acquaintances, Employers
Their Friends, Relatives, Acquaintances, Employers

Activity 26. Telephone Script for Networking Contact

Directions: Prepare a script for a networking call using the steps below.

It is very important to prepare for each telephone networking call. Prepare a script and practice it a few times prior to your actual phone call. This will ease your anxiety and increase your comfort level in talking to a variety of people. Some suggestions follow.

STEP 1. Prepare a 2 minute commercial about yourself. It should contain the following highlights:

- Your name- who you are
- Your career goal- occupational area you are interested in pursuing
- Your current situation- seeking employment, recent graduate in (state the program or certification)
- Your strengths, qualifications, special skills- I am very good with details, customer service, etc.

Practice this with family and friends.

STEP 2. Make the phone call. Stand up- your voice will carry stronger. Let the person know immediately who referred you to him/her. Use all positive words, such as "I hope this is a good time", **Not** "is this a bad time, are you too busy".

Example: Mr. Turner, Jim Johnson with Federal Bank & Trust suggested that I call you. I hope I am reaching you at a **good** time. I have recently finished training and updating my skill through the community college programs in data entry, accounting software, and various other computer programs. I am looking for a full time job and could use some **ADVICE** in my job search.

STEP 3. Ask for an appointment. More will be gained if you can get a face to face networking interview.

Example: May I have about 20 minutes of your time later this week at your convenience? I would really appreciate it.

STEP 4. At the interview be sure you have prepared questions for the person. Be able to state your skills and abilities and ask for names of people or companies that could use a person like you. Ask if he/she knows of any new industry, or an existing industry that is expanding and needing additional workers. Show the person your resume and ask his/her advice on the resume.

STEP 5. Thank the person at the end of the interview and also send a written thank-you note. Keep the person informed about any new possibilities and prospects in your job search.

Activity 27a. Reading the Classified (Want) Ads in a Newspaper

Directions: Match the following abbreviations with the correct word it represents.

ABBREVIATION	WORD
1. appt.	___ a. words per minute
2. w/	___ b. temporary
3. p/t or PT	___ c. required
4. avail	___ d. preferred
5. nego	___ e. part-time
6. temp	___ f. negotiable
7. med	___ g. manufacturing
8. ben or bene	___ h. high school graduate
9. wpm	___ i. experience
10. hs grad	___ j. Equal Opportunity Employer
11. ass't	___ k. benefits
12. sal	___ l. assistant
13. req	___ m. appointment
14. pref	___ n. company
15. EOE	___ o. excellent
16. co	___ p. hours
17. exp	___ q. medical
18. hrs.	___ r. morning/afternoon/evening
19. mfg	___ s. office
20. exc	___ t. position
21. pos	___ u. available
22. morn/aft/eve	___ v. salary
23. ofc	___ w. with
24. ref	___ x. references

READING CLASSIFIED ADS

A careful reading of classified ads will help you focus on the jobs you want as well as the jobs for which you have the best chance to be hired. Below are two classified ads. Read the ads and then answer the questions about them.

#1- TYPIST (5) Immediate work. Needed 6 weeks for project near downtown area, 45 wpm, Exc hourly wages. Call Don 372-0010

#2- Reception- typing law firm, Pleasant bright person, must enjoy public contact. Excellent telephone skills and good eye for detail. Exp. preferred. Call 275-0400

1. Which ad is looking for more than one person?_______
2. If you were looking for a long term position, which job would you **not** apply for?____
3. Which job requires experience?____
4. Which job specifies typing requirement?______
5. Which job is more suited for an outgoing extroverted type of person? _____

ANSWERING HELP WANTED ADS

In responding to ads, consider the following:

Consistently check the Sunday classified section. But remember there are a number of other sources:

daily newspapers
school/university job listings
government publications
professional or trade publications
community bulletin boards
business papers in your area

Choose the right ad. Even if you are missing one qualification in an ad that interests you, apply anyway. You may possess the most critical qualification. But be close, it is a waste of time and money to apply for jobs you are not qualified for.

Follow-up. Whenever possible, follow-up with a phone call within a week. This follow-up reminds the hiring authority who you are and strengthens your interest.

THE DIRECT APPROACH

This method is not to be confused with mass mailings. Instead you will be contacting companies that you have targeted as having a need for your qualifications.

1. Make a list of targeted companies. You will generate this list based on your job market research, companies you know about, and/or companies you have learned about through your network. Your targeted list should have 10-15 company names at all times.
2. Send a cover letter to the company. Address the letter to the department where your job target is located. Try to obtain the name of the person who makes hiring decisions.

In this strategy, you may be told there are no current openings. All is not lost, an opening may develop in the future. Keep in touch periodically. You should also ask if they know of any other companies that might be in need of your qualifications.

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Activity 28. Sample Employment Application

Directions: Read the application tips in Career Choices. Fill out the application below according to the tips given in the article.

Application for Employment

Social Security Number ______ - ______ - ______

Name:

Phone Number:

Address:

Referred By:

Employment Desired

Position	Date You Can Start	Salary Desired

Education

Education	Name and Location of School	Circle Years Completed	Did You Graduate?	Degree(s), Major/Subject	Date
High School		1 2 3 4	☐ Yes ☐ No		
College or Business School		1 2 3 4	☐ Yes ☐ No		

Special skills or courses taken:

Previous Employers (starting with most recent employment)

Current or Last Employer		Supervisor
Address		Phone No.
From (Month, Year)	To (Month, Year)	Ending Salary $

Job Duties:

Employer		Supervisor
Address		Phone No.
From (Month, Year)	To (Month, Year)	Ending Salary $

Job Duties:

Employer		Supervisor
Address		Phone No.
From (Month, Year)	To (Month, Year)	Ending Salary $

Job Duties:

References

Name	Address	Phone No.	Years Known

The statements above are true to the best of my knowledge. I understand false information given on this form could be cause for dismissal.

Date ____________________ Signature ______________________________

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USING THE INTERNET IN YOUR JOB SEARCH

WHY?

- There are hundred of jobs "out there" that may or may not be listed elsewhere.
- Increases your "network" of people willing to give you leads and advise in your job search.
- Ability to send your resume electronically - saves time, postage, etc.
- Ability to research potential employers and companies to be better prepared for interviews.

HOW?

Besides the obvious computer, modem and telephone line, you will need to invest in a communications software package. Your communications software must provide terminal emulation which permits your home computer to act as a terminal on the computer system you are connected to. The most commonly used terminal emulation is known as VT-100, the standard for computer to computer communications.

WHAT'S NEXT?

Now you must get connected to the Internet. There are several ways: commercial on-line services, freenets and bulletin boards.

Commercial on-line services- charge a monthly fee and can provide you with a wealth of information, including news and financial data, bulletin boards, electronic mail and job vacancy announcements. Some will give you access to subscribers on other networks and on the internet. Some popular commercial on-line services include: Prodigy, CompuServe, NovaLink, America Online, Netcom.

Freenets- are funded and operated by individuals and volunteers. As members of the National Public Telecomputing Network (NPTN), an organization working to make computer network services as freely available as libraries.

Bulletin Board Systems- most BBSs are small operation that provide a low cost alternative to the national on-line services. There are an estimated 50,000 to 100,000 public dial up bulletin board systems in North America today. Some BBSs are free, some suggest donations and others charge a fee.

Like all new technology, job search through the internet offers more accessibility, and an increased speed of information.. The internet can be an advantage to the computer literate job seeker. However, the same job search process of assessing your strengths, researching your targeted market and proper interview techniques apply whether you are conversing over the internet or in person. The internet can be a useful tool in getting to career information and job listings quickly.

from: Using the Internet in Your Job Search, F. Jandt & M. Nemnich, JIST, 1995

JOB MARKET RESEARCH

After you have determined what you want to do you must find out where you want to work and what organizations or companies hire in your chosen field. Assessing the job market to find out where job opportunities exist is an integral part of the job search process. Below are a list of commonly asked questions about the job market and a list of resources where the answers can be found.:

- What companies are hiring?
- What is the average salary for someone with similar skills and background in the field?
- What are the growth industries in the geographic area of choice?
- Which industries most need people with the client's/student's skills and experience
- What are the major companies and the fastest growing companies in the area?

Resources:

Networking - Tell every one you know you're looking for a job. Ask about openings where your friends and relatives work. (see section on networking)
Classified Ads - Reviewing the classifieds, you can determine which companies are hiring salary ranges, and the types of jobs that are in highest demand
Local Newspaper - Read the business section on a regular basis for articles describing expansions, new product announcements, and companies relocating into the area.
Chamber of Commerce - The local Chamber publishes lists of the area's major companies, their addresses, telephone numbers, number of employees and products or services.
Employment/Temporary Agencies. Working as a "temp" will get you into different companies to see what they are like. Often people are offered permanent positions after a brief (or even lengthy) temporary assignment. In addition to for profit employment agencies, the **Employment Security Commission** has a job service with on-line listings of job openings.
Job Hotlines and Electronic Bulletin Boards. Many companies and government agencies have job hotlines. The number of on-line listings are increasing daily,(see the section on ***Job Hunting on the Internet***, for more detailed information).
Professional and Trade Associations - The yellow pages and professional directories lists names and numbers of professional associations. Many hold regular meetings, list employment openings, and serve as excellent networking sources.
Business Publications and Directories - These resources can tell you a great deal about companies, industries, and the job market. You can find many of these resources in your local library, generally in the reference or business section. The reference or business reference librarian can provide you with assistance.
Local Phone Book - Check for listings of companies in your field, or any related organizations offering a product or service to those companies.
Private Employers - Contact employers directly to market your job talents. Talk to the person who would supervise you even if there are not jobs currently open *(see section on networking)*.
Federal, State and Local Government - Look for personnel office lists of job opportunities. Check the government listings in your phone book.
Apprenticeship Programs - Ask for information on job opportunities. Contact the state apprenticeship division directly.
Government Sponsored Training Programs - Gain direct placement or short-term training and placement if you qualify. Check the yellow pages under Job Training Programs or Government Services.
Community Colleges and Trade Schools - Placement counselors have information about the demand for certain occupations and local job postings.
Visit Your Local Public Libraries - Check for directories of company listings and job announcements
Take a Drive - Whether you are relocating or remaining in the same geographic area, simply taking a short drive through nearby industrial parks, shopping centers and office complexes may yield useful information. Take note of company names and contact suitable companies at a later date.

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V

ADDITIONAL RESOURCES

PARENTS

AS

PARTNERS

USING *CAREER CHOICES* WITH PARENTS

Who most influenced you in your career decisions? Most people answer, "my parents." Second response is usually a teacher, professor, or counselor at the secondary or post secondary level. *Career Choices in North Carolina* and the *User's Guide* can provide pertinent information for parents through schools or agencies. Information presented can be formatted into:

- A workshop
- Newsletter
- Article in a PTA Newsletter
- Open House- Career Center or Guidance Center displays

In order to help their children with career decision making, the following parent needs must be met:

1. Parents need to learn the career planning process.
2. Parents need to understand the NEW world of work.
3. Parents need to know where and how to find current, accurate occupational information.
4. Parents need to know the various education and training options available for their children.

All this information is available in *Career Choices* and the *User's Guide*. Feel free to duplicate, cut & paste, or re-format the information in the best way to reach the parents at your school. Parents are your partners in career planning.

Parents have a significant influence in their children's career decision making. This is due to their constant watch over their children's developing years. They can see their school achievements and their extra curricular activities in school, church and community. Over the twelve years a child is in school, the parents can reinforce the career development program that is in place in the school system. The following questions may assist parents as they assess their child's career development need and goals. Feel free to add to the list for your particular school or school system.

Questions for Parents:

1. Does you child's school have a career portfolio or career development plan for your child?
2. Is your child following a sequential course of study?
3. Do you know the requirements for admission in the colleges or universities your child is considering?
4. Have you visited college campuses, viewed college videos with your child?
5. Is your child's career goal realistic in terms of his/her aptitudes, interests and personality?

6. Does the family have the financial resources necessary for the training/education required to meet the child's career and education goals?
7. What career assessments has your child taken? What careers do the results suggest? From what you know about your child's interests, abilities, and personality, are you in agreement with the results?
8. Have you visited the school's library, career center or public library to get information about careers?
9. Do you know where scholarship information is published at your child's school and how you or your child can access the information?
10. Have you taken your child to work or exposed her/him to various careers through other community programs?

Suggestions for Parents:

- Help build a positive self concept
- Become aware of their interests, abilities, and personality
- Remember your child will probably change jobs six to eight times in their life time
- Explore various occupations with your child
- Get involved with your child's education
- Encourage experiential learning (internship, co-op) at the appropriate time
- Discuss your occupation and other occupations with your child
- Find additional resources
- Attempt to eliminate sex bias from your child's perceptions of careers
- Take time to TALK and LISTEN to each other.

ALWAYS REMEMBER: It is their decision. Parents are a valuable resource on their road to a happy and productive career!

Additional resources for parents:

Helping Your Child Choose a Career: A Book for Parents, Teachers, Counselors and (Even) Students by Luther Otto, PhD. 1996- Jist Works

The Parent's Crash Course in Career Planning: Helping Your College Students Succeed by Marcia Harris & Sharon Jones. 1996 VGM, Career Horizons

DEVELOPMENT TRAITS	CAREER NEEDS	PARENT INVOLVEMENT
Prekindergarten-3rd Grade:		
☐Needs and seeks attention and praise. ☐Has boundless energy. ☐Considers fantasy as reality. ☐Needs confidence building. ☐Shows a variety of tension releasing behaviors.	☐Distinguish between work and play. ☐Identify different types of work. ☐Experience different types of work activities. ☐Describe how decisions are made. ☐Demonstrate a positive attitude. ☐Identify personal feelings.	☐Listen and encourage. ☐Encourage involvement in a variety of sports/hobbies. ☐Positively reinforce child for completing chores. ☐Praise efforts toward work as well as accomplishments. ☐Show an interest and stress importance of school. ☐Give toys that promote role playing. ☐Make decisions with -not for your children.
4th Grade-6th Grade:		
☐Is more independent. ☐Feels that belonging to a group and friends are important. ☐Can assume more responsibility. ☐Has a surprising scope of interests. ☐Can think on own, but is influenced by others.	☐Identify personal interests, abilities, strengths, and weaknesses. ☐Describe how to work at home and/or school relates to jobs in community. ☐Describe how work is important and attainable to all people. ☐Describe how personal beliefs and values effect decision making.	☐Encourage good work habits at home. ☐Gradually add responsibilities. Effort/ experience are more important than quality. ☐Avoid assigning jobs at home by sex to avoid stereotyping. ☐Show various workers in your community. ☐Participate in the school's career education program. ☐Listen as your child makes decisions. ☐Keep in mind peer pressure.
7th Grade - 8th Grade:		
☐Is undergoing dramatic physical changes. ☐Is sensitive and has a need for approval. ☐Tries to build a unique identity apart from parent's influence. ☐Wants more independence. ☐Is curious but not ready for planning. ☐Expresses feelings more openly.	☐Demonstrate effective skills in working with others. ☐Show an appreciation for the similarities and differences among people. ☐Identify strategies for managing personal finances. ☐Describe skills needed in a variety of occupations. ☐Demonstrate skills needed to obtain and keep a job.	☐Discuss your child's skills, interests, abilities, and goals to help plan for the future. ☐Encourage participation in service-oriented activities in the community. ☐Help children meet a variety of workers by arranging job observations, field trips, or personal interviews. ☐Use guided money management and allow your child to make economic choices. ☐Allow children to work part-time outside the home.
High School:		
☐Develops a sense of self-identity. ☐Begins a more prominent and realistic work/career search. ☐Develops a concern about social issues. ☐Matures sexually with physical and emotional changes. ☐Increases independence.	☐Understand how individual personality, abilities, and interests relate to career goals. ☐Understand how education relates to college majors, further training and/or entry into the job market. ☐Demonstrate transferable skills that can apply to a variety of occupations and changing work requirements. ☐Be able to use a wide variety of career information resources. ☐Show responsible decision making.	☐Help your child make independent decisions. ☐Encourage exploration of all kinds of post secondary education opportunities. ☐Involve yourself in your child's future planning. ☐Give certain economic responsibilities. ☐Encourage job awareness. ☐Be flexible as the decision-making process evolves. It takes patience and numerous modifications.

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Source: American School Counselor Association

Fliers for Parents

Parent fliers on the following pages, have been developed for your use. These "masters" can be duplicated, front and back, and distributed to parents if/as appropriate.

Only the first flier addresses career development. The others, from DPI, relate to those important skills which all students need for success in school and work.

Your Child's Career Plan

Career Options____________________

____

What is the work description?

What is the salary range?

What are the educational requirements?

Courses to take in high school should be determined through careful review of the school's course selection guide and your child's career goals. Consult your child's guidance counselor and teachers for recommendations.

What are your child's educational plans after high school? Apprenticeship? Military? Vocational/Technical Training? Community College? Four or more years of College/University?

What could your child do this year?

____ Career research
____ Complete/update career assessments
____ Observe or job shadow a worker
____ Take a field trip related to career interests
____ Attend a college and/or career fair
____ Serve as a volunteer
____ Participate as an intern
____ Take part in extra-curricular activities
____ Part-time work

In 1995, two out of three American workers held "traditional" jobs, with regular hours, benefits and retirement. The rest had what we call "new century" jobs, meaning that they created their own work, either by starting their own business or by piecing together several positions.

By the year 2010, this balance will have shifted. By then, it is forecast that nearly half of Americans will be in new century jobs.

Employment Trends

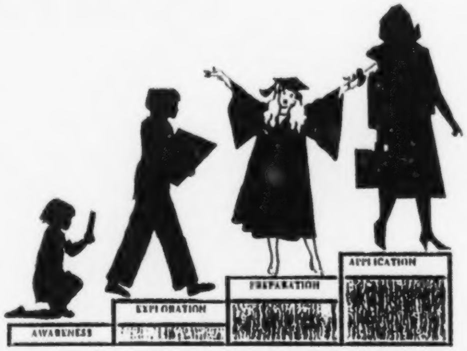
- Fewer permanent full-time jobs now exist – *but a new business is created in the U.S. every eight seconds.*
- Some 40 hour-a-week jobs are being replaced by temporary, contract or consultant positions – *so working as a temporary employee may be the best route to a full-time job.*
- Activities once done by employees or departments within a company are more and more being done by specialized workers, outsiders, or by machines – *creating lots of opportunities for business and services in specialty fields.*
- Specialists are in demand – *so good computer and technical skills are very valuable.*
- Traditional government social service agencies are becoming smaller *–resulting in employment opportunities in the new private nonprofit social sector.*

Thinking Differently

Perhaps the most important survival skill for the world of work is a new mental outlook. People can no longer think about simply "finding a job." Instead, we must learn to "create a livelihood."

For more information visit our home page: http:/www.soicc.state.nc.us/soicc/

Parents as Partners in Career Planning



Published by the
North Carolina State Occupational
Information Coordinating Committee

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Planning Partners

What is your child planning to be when he/she grows up? How was the decision made? Who influenced this career choice? How many career options have been explored? Are you comfortable with his/her choice? Decision-making should be an important part of the career planning process. Career planning is simply a four-step process:

Step #1: Identify interests and strengths
Step #2: Gather information
Step #3: Evaluate, narrow choices
Step #4: Make plans, take action

In career planning, the first step includes assessment of your child's interests, skills, values and personality. Has he/she taken career assessments at school? What has your child learned through the assessments? Ask your child to consider the answers to these questions, "What am I good at?", "What talents, abilities or skills do I have?", "What would I like to accomplish someday?", "What do I like to do?". Do your child's answers match what you know about your child? The second step includes gathering information from a variety of sources. Encourage your child to participate in career fairs, visit your workplace, or talk with someone who is in the career of interest. Encourage career research through the library, career center or internet. Now evaluate the information gathered. Set goals with your child and take action to assist your child in making informed decisions about career choices.

Preparation Partners

Career awareness during childhood and elementary school includes:

•building a positive self esteem
•building a sense of personal responsibility and good health and work habits
•establishing a high value on education

During the middle school years, involve your child in career exploration:

•help them recognize their skills, talents and accomplishments
•talk with your child about your occupation and others; take your child to work
•encourage good study habits and interest in school
•help your child learn decision-making, planning and evaluation skills
•encourage your child to participate in community service and volunteer work

During high school, in addition to the above, encourage your child to participate in activities such as:

•reviewing a yearly career plan
•preparing for education beyond high school
•choosing electives that support their career interests
•job shadowing, part-time jobs, internships, and other work-based activities

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Education Partners

It is well documented that parents have the greatest influence over their children's career choices. There are many ways you can show an interest in your child's work. Beginning at the moment children enter preschool or kindergarten, their school work becomes important. Do you discuss the activities they are involved with at school around the dinner table? Do you share the types of activities you are involved in at work and how they might relate to what your child is learning at school? Do you discuss the continual learning process you are involved in at work? Do you play games with your child to encourage their development of appropriate competitiveness?

Consider supporting some of the following school activities to help educate your child about careers:

•Visit your child's class at least once a year. Offer to be a career speaker, chaperone for a field trip or help with a career project.
•Participate in a career fair at the school.
•Offer to set up a field trip for the class at your place of business.
•**Volunteer as a career mentor.**

For more information, talk with your child's school counselors and teachers.

More Ideas to Help Your Child in Reading

Set aside time to talk about what your child's been reading at school and for pleasure. Help him or her feel confident about opinions on what's read. Help your child understand that reading requires choices and judgments, and his/her choices and judgments are appropriate.

Here are some specific questions you can ask your child to about what he or she is reading. These areas reflect what your child should be studying in school:

- Is there one particular author you like? Can you pick out that author's style from other authors based on a variety of things the author has written?
- Can you tell me, in your own words, what the story's about? (This technique is called paraphrasing.)
- What are some new vocabulary words you learned from the story?
- What point of view was the story written in? Were other points of view shared?
- How was the story organized? How did it unfold? What happened first, next and then after that? Did it unfold logically?
- Did you know certain things about the topic before you read the story that helped you understand it better?
- Why do you think the author wrote the piece — what was its purpose? Can you describe the tone or mood of the piece?
- What was the story's setting? The basic plot? What were the characters like?

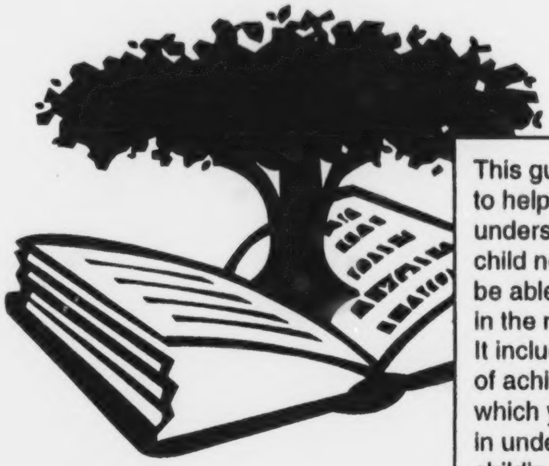
One of the best things you can do to help your child be a good reader is serve as a good example and provide what's needed. Here are some ways:

- Read a variety of materials yourself. Let your child see you as a reader.
- Have newspapers, magazines and books in the house.
- Provide your child with his or her own special reading material either from the library or as an occasional purchase. Go along and assist in selecting things for your child to read. This way, you'll start to understand his or her likes/dislikes, and can suggest certain topics or types of books your child hasn't discovered and may like.

Want to know more? Nothing works better than going to the expert: Contact your child's teacher. Make an appointment to visit before or after school or talk by phone. The teacher can give you additional ideas on how to help your child become a better reader based on your child's progress in class.

A Parent's Guide

Helping Your Middle School Student in Reading



This guide is intended to help you, as a parent, understand what your child needs to know and be able to do in reading in the middle grades. It includes an explanation of achievement levels, which you may find helpful in understanding your child's performance in this area, and in discussing your child's progress with his or her teacher(s).

Public Schools of North Carolina

Department of Public Instruction • State Board of Education

Introduction

This guide is intended to help you, as a parent, understand what your young person needs to know and be able to do in reading in the sixth grade. It is consistent with the North Carolina curriculum and the end-of-grade (EOG) reading test your child will take in the spring.

Good readers need to develop good habits including approaches to reading that help them understand what they've read. This guide gives you some information on how to help your young reader accomplish that.

Also included is an explanation of achievement levels, which you may find helpful in discussing your child's reading progress with his or her teacher. In addition, these same levels, Level I, Level II, Level III and Level IV, are used in reporting your child's reading test scores at the end of the school year.

Teachers use a guide similar to this one, called a Reading Matrix, to figure out in which reading areas your child is strong and where your child needs more help. With that information, you, your child's teacher and your child can work together to help your child reach his or her full potential as a reader.

Achievement Levels

The goal is to have your child reading at Level III or Level IV, which means he or she is at or above grade level. Here's what the achievement levels mean:

Level IV - Your child regularly shows confidence and initiative with difficult reading tasks. He or she routinely goes beyond the basics, demonstrating creatively he or she understands what's read, and in his or her approaches to reading and in showing good reading habits.

Level III - Most of the time your child shows confidence and initiative with grade-level reading tasks. He or she often goes beyond the basics, demonstrating independence in approaches to reading , understanding what's read and developing good reading habits.

Level II - Your child is inconsistent in these areas and often needs some help. Sometimes he or she shows initiative with grade-level reading tasks.

Level I - Your child rarely demonstrates the ability to understand what's read, and often only with a lot of help or frequent help. He or she rarely shows confidence in general reading tasks.

How You Can Help Your Middle School Student in Reading

Talk about the different purposes of reading, such as:

- Reading for information. Here, for instance, you can discuss how you might scan a newspaper story for the highlights of what it's about.
- Reading for entertainment. Discuss different types of books and the specifics of why your child likes one over another. For instance, does she or he like make-believe action or adventure stories better than real-life or biographies, and why?

Help your child determine that there are different "parts" to printed works, such as an introduction and conclusion, or topics/key points. Have your child point out physical differences on the printed page, such as bold print or different styles of print.

Practice summarizing with your child. Have him/her silently read a short story, a news item or a brief article and then tell you the main points from it. Have him/her also talk about related ideas in the piece.

Introduce or reinforce the use of reference materials, such as dictionaries, encyclopedia and thesaurus. Have your child explain how a chart or map works. Use of reference materials is a particularly good way to introduce or reinforce use of technology with your child. If you don't have a computer and/or access to the Internet at home, try your local public library. Many do offer these services.

Help your child learn to find the meaning of an unknown word based on the rest of the sentence, known as using "context." Afterward, have your son or daughter look the word up in the dictionary and see how close she or he came to figuring out the correct meaning based on how it was used in its context.

As you work at home, run errands or spend time together in other activities, be aware of spoken word all around you - both what you say and hear. Use examples from this everyday talk to explain figurative language to your child. (Example: When you say his messy room looks like "a tornado blew through it," you're using figurative speech since a tornado really didn't touch down in the room.)
Cite examples of alliteration and onomatopoeia from everyday talk, too. (Alliteration is the repeating of the same initial sounds of words: The stark sky suddenly sizzled with rain. Onomatopoeia is the word and its sound being the same: A bee's buzz. The word buzz actually sounds like a buzzing noise.)

- Consider how you should adjust your reading speed and strategy to the writer's purpose and to the devices he/she uses. For example, if a chart or graph is used to give information, scan the chart looking for the main idea or big picture.
- Ask yourself what type of text you are reading and where you would find related types of text. Where, for example, would you find this genre in your school's media center? Where would you find related information if you wanted to research the topic further?
- Consider the author's purpose in writing this passage. Was he or she trying to entertain, to inform, to persuade? How did you draw a conclusion about the author's purpose?
- Use context clues to help you figure out the meaning of unfamiliar words. You can think about the meaning of the sentence to make an educated guess about the meaning of the word, read on to gather more information, look at the part of speech, or break the word down into prefix, suffix, and root word. For example, a 6th grade testlet entitled *George Bellows* asks students to define the word "self-imposed" as it is used in this passage, " Now he (George Bellows) set to work to make the team. After five years of self-imposed training—playing basketball at the local YMCA during the winters, and spending hours on the baseball diamond spring and summer, watching closely every play, grabbing every chance to throw and catch—he made it. And he was very good." The student may look at the part of speech: it is used as a modifier so it probably describes the training. He may break the word down: "self" reminds the student of pronouns like "myself" and "himself." He may think about similar words: "self-discipline" means "disciplining one's self." Finally, he may make an educated guess about the meaning of the word : George Bellows was not in formal training so "self-imposed" may mean "doing it on his own."

thinking strategies

Instructional Tips:

Remind students of these strategies; post examples on the board or give students a handout for quick reference.

Pause periodically in classroom instruction to discuss appropriate strategies for the activity the class is engaged in. Share the strategies you would use with your students and let them share their strategies with you and with each other.

Be sure that students understand and review the strategies for monitoring comprehension before they take the End-of-Grade or Competency Test.

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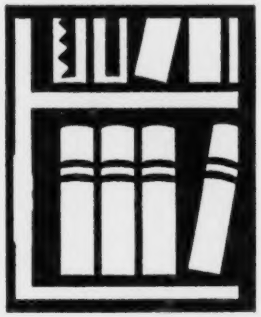
How to Help Students

Monitor Their Thinking

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Helping Students Monitor Their Thinking



Students should continually monitor their own thinking, focusing on how to take charge of their reasoning and considering both the process and the product of their thinking.

For example, a student who is monitoring his/her thinking while listening to a classroom discussion may ask himself/herself questions like these:

- What evidence do we have to support that idea?
- Can I think of an example? A counter example?
- Is there another reasonable explanation?
- How would my answer agree or disagree with the answer I am hearing from another student?
- How does this idea tie in with what we have previously learned?
- What is really important about this idea? What is its significance?
- What would be the implication of this idea?

While a student will not necessarily ask these exact questions, nor this number of questions, all the time, every student should be engaged in this kind of reflective and insightful thinking.

Monitoring one's thinking involves thinking like a problem-solver; and problem-solving occurs in all disciplines, not just in math. In writing a response to a short answer question, in researching and preparing a report, in answering an oral question in class, students are asked to problem-solve. Some good questions students may ask themselves include:

- What is familiar about this problem? Have I solved one like it before? What strategies were successful?
- Can I identify the following: information given, information needed, possible steps in solving the problem?
- Are there subgoals in this process?
- When should I stop and check my thinking?
- Are there other strategies I can use or other steps I can take?
- What is the goal/purpose in solving this problem?
- Where would I be most likely to make mistakes?

Another good strategy to improve problem-solving is to keep an "error analysis" log or journal. After students have feedback on the accurate way to solve the problem, they should record how or why they were confused, mistakes they may have made, and ways to avoid those mistakes in the future.

In order to improve scores on the End-of-Grade and Competency Tests, students need to become efficient readers who monitor their comprehension as they read. Suggest to students that they use the following strategies as they read, whether they are engaged in reading for pleasure or taking a test:

- Adjust the way you read, depending upon the purpose for reading and upon the genre. For example, in reading expository text, you may scan for information to answer a specific question. Other genres such as poetry may require slow and careful reading, even rereading, for meaning.
- Consider how the author calls the reader's attention to certain parts of the text. Look at the title, subtitles, pictures, charts, graphs, maps, bold or italicized words, and any text in quotation marks. What was the author's purpose in using these devices?

Support Reading and Mathematics at Home

Reading at home outside of class work is one of the most important things your child can do. Data from the End-of-Grade Test has indicated that children who read more outside of school score higher on the test. It is important that your child sees you reading — what you are reading is not as important as that your child sees you as a role model. Recipes, books, newspapers, magazines, etc., are all appropriate. Read to your child and provide materials for your child to read at home. Try to visit the library together and have book talks about the interesting books you and your child have read.

You can also help your child become more proficient in mathematics by "doing math" with your child. As problem-solving partners, you can explore many different areas of mathematics and help foster a positive attitude about mathematics at home. Mathematics is everywhere: newspapers include graphs and charts, sporting events provide data and statistics, the grocery store affords an opportunity for practicing measurement and estimation, recipes can be modified, the changing seasons give an opportunity to examine temperature, road trips encourage map reading, distance, time and gasoline mileage problems. Make a list of all the ways your family uses mathematics at home. By "doing math" together, you will demonstrate that learning mathematics is fun!

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Work with the School

- Visit your child's school regularly to discuss your child's progress with his/her teacher.
- Discuss schoolwork with your child and check to see that homework assignments are complete.
- Find out from your child's teacher how you can help support what is going on in class at home.

The North Carolina End-of-Grade Test will be administered on:

On the day of the test, please make sure your child:

- Eats a good breakfast.
- Wears comfortable clothing.
- Arrives at school on time.
- Brings two, sharpened #2 pencils to school.

End-of-Grade Testing:

Information for Parents

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Instructional Services
English Language Arts Section

End-of-Grade Testing: *Information for Parents*

Background: The purpose of this brochure is to help you understand the North Carolina End-of-Grade Tests given in grades 3-8. These grade level multiple-choice tests of reading and mathematics are designed to assess growth each year. In accordance with the ABC Plan, there should be a year's worth of growth for a year's worth of school. Just like height in inches, on average, student scores in reading and mathematics are expected to go up every year. Also, like height, the rate of growth may vary year to year.

The test includes opportunities for your child to read a variety of passages and to solve different mathematics problems and then select the appropriate answer. After tests have been scored, you will receive a Parent/Teacher Report which includes individual student school, school system, and state scores.

Expectations: In the report that you receive, student achievement is reported as a level I, II, III, or IV. *Under the ABC Plan, level III is considered to be grade level mastery.* In both reading and mathematics, it is expected that at level III, students have mastered current grade level content and are prepared to move to the next grade.

- Level IV scores indicate that students consistently perform in a manner that is clearly beyond grade level requirements and expectations.
- Level III scores indicate that students are able to work independently and successfully with grade level subject matter. Students at this level consistently demonstrate mastery of grade level concepts and skills. These students require minimal assistance and they show confidence and initiative with grade level tasks.
- Level II scores indicate that students demonstrate inconsistent mastery of concepts, knowledge, and skills. There may be uneven performance of on-grade level tasks.
- Level I scores indicate that students at this level frequently need a great deal of individual attention and guidance to be successful in academic tasks. Students at this level do not exhibit sufficient mastery of grade level knowledge and skills.

Parents Can Help:

With increased reliance on tests as measures of progress, the pressure on students to do well also has increased. There is much you can do to relieve your child's anxiety about testing and to help your child perform up to his/her potential on the North Carolina End-of-Grade Test.

Before the test

Avoid causing anxiety for your child over the test. Make it clear that you want your child to do as well as possible. Do not make it seem, however, that the whole world is riding on your child's performance. A more relaxed attitude may pay off in better performance and a healthier attitude about the test.

With your child, devise a strategy for what to do if he/she does not know an answer to an item or becomes panic stricken. For example, encourage your child to read all of the choices before answering the question and to "flag" questions about which he/she is unsure and continue. If your child becomes panicked, it may be helpful for him/her to take several slow, controlled, deep breaths.

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ADDITIONAL RESOURCES ON THE INTERNET

Career and Job Information Sources on the Internet (free)

Sources of Job Information	Internet Address	Description
America's Job Bank	http://www.ajb.dni.us	A product of the Public Employment Service
Big Book	http://www.bigbook.com	Information on millions of businesses by name/category
Career City	http://www.careercity.com	Cutting edge professional/technical job listings
Career Magazine	http://www.careermag.com	Career magazine with internet site connections
Career Mosaic	http://www.careermosaic.com	Up-to-date career information
Career Net Resource Center	http://www.careers.org	Online career resource center
Career Path	http://www.careerpath.com	Search a listing of jobs from newspapers and web sites
Career-nSite	http://www.career-nsite.com	Connections to 10 "jobs available" databases
Edgar Stern @ NYU	http://edgar-online.com	Research businesses
ERISS (San Diego based)	http://www.eriss.com	Detailed information on surveyed occupations
E-Span's Job Options	http://www.espan.com	Locate the right job
Hoover's Company Capsules	http://www.hoovers.com/	Information on 11,000+ of largest companies
JobBank USA	http://www.jobbankusa.com	Provides employment and resume information
JOBTRAK	http://www.jobtrak.com	Partnership with 750 college career centers
Monster Board	http://www.monster.com	Provides job search tools
My Future	http://www.myfuture.com	High school career assistance
NC Office of Personnel	http://www.osp.state.nc.us	North Carolina government jobs
100 Hot Jobs	http://hot1.go2net.com/jobs	The Web's most popular jobs and career sites
SummerJobs	http://www.summerjobs.com	World-wide listing of summer jobs
Technology Spotlight	http://www.corptech.com	Technology spotlight on future employment
Yahoo Classifieds	http://classifieds.yahoo.com	Search classifieds locally or nationally
Job Clearinghouses		
Career Paradise	http://www.emory.edu/CAREER/index.html	Imaginative and colorful Web site
Career Resources Homepage	http://www.rpi.edu/dept/cdc/homepage.html	Meta-index of internet career resources
Creative Job Search	http://mn.jobsearch.org	Emphasizes job application skills
Job Hunt	http://www.job-hunt.org	Meta-list of online job search resources
JobSmart	http://www.jobsmart.org	Job search tips and leads
JobWeb	http://www.jobweb.org	Database of job postings and employer profiles
The Riley Guide	http://www.dbm.com/jobguide	Comprehensive clearninghouse
What Color is Your Parachute?	http://www.jobhuntersbible.com/	Richard Bolles' best-seller
State Government Resources		
NC Assoc. of Independent College	http://www.nccihe.org	Provides access to private colleges and information
NC Careers	http://www.nccareers.org	State career information system
NC Community College System	http://bull.ncccs.cc.nc.us/	Provides access to system information
NC Department of Commerce	http://www.commerce.state.nc.us/	Workforce and economic development

Career and Job Information Sources on the Internet (free)

State Government Resources (cont.)	**Internet Address**	**Description**
NC Department of Public Instruction	http://www.dpi.state.nc.us	Public school information
NC Employment Security Comm	http://www.esc.state.nc.us/	Provides job listings and applications
NC Job Link (One-Stop Centers)	http://www.joblink.state.nc.us/	Access to job link sites
NC Mentor	http://www.ncmentor.org	Comprehensive NC educational information (part of UNC PATHWAYS Program)
NC Office of Personnel	http://www.osp.state.nc.us	North Carolina government jobs
NC SOICC	http://www.soicc.state.nc.us/soicc/	Provides access to each university
North Carolina School-to-Career	http://www.jobready.state.nc.us	School-to-Work System Workforce Outreach
University of North Carolina	http://www.northcarolina.edu/	Provides access to each university
Federal Resources & Initiatives		
America's Career Info Net	http://www.acinet.org	Occupational and labor market information
America's Learning Exchange	http://www.alx.org	"Yellow pages" of short term training
Bureau of Labor Statistics	http://www.stats.org	Information and access to OOH
National Skills Standards Board	http://www.nssb.org	Work/report on/by industry standards
National Center for Education Statistics	http://www.ed.gov/stats.html	Educational research and statistics
NCRVE	http://vocserve.berkeley.edu	National Center for Research on Vocational Education
Office of Vocational and Adult Education	http://www.ed.gov/offices/OVAE	Reports and policies
School-to-Work Gateway/office	http://www.stw.ed.gov	Primary source of STW information
Training Technology Resource Center	http://www.doleta.gov	Public employment and training system
US Department of Education	http://www.ed.gov	Education reports
US Department of Labor	http://www.dol.gov	Labor reports
Internet Resources for Counselors		
About Work	http://www.aboutwork.com	Student center for career exploration
American Counseling Assoc	http://www.counseling.org	Up to date counseling information
ACTE	http://www.avaonline.org	Association for Career and Technical Education
American Psychological Assoc	http://www.apa.org	Professional organization information
Amer. Soc. Of Association Exec	http://www.asaenet.org.	Professional organization information
CACREP	http://www.counseling.org/cacrep	Accreditation information
Career Key	http://www.ncsu.edu/careerkey/	Self assessment instrument and career planning tips
Center for Occupational R&D	http://www.cord.org	Features curriculum development
Chronicle of Higher Education	http://www.chronicle.com	News and information for higher education
College View	http://www.collegeview.com	College information and virtual tours
Counselor's Information Central	http://www.daoes.tec.il.us/davea/counselor.html	Targeted at high school guidance
Educational Resource InfoCenter	http://www.www.ed.gov/EdRes/EdFed/ERIC.html	Educational literature resources

Career and Job Information Sources on the Internet (free)

Internet Resources for Counselors (cont.)	Internet Address	Description
FAFSA	http://www.fafsa.ed.gov	Free Application for Federal Student Aid
Financial Aid	http://www.ed.gov/inits/stm/finaid.html	Financial aid assistance
Hot Mail	http://www.hotmail.com	Free E-mail addresses
ICESA	http://www.icesa.org	Interstate Conference of ESC
International Career Development Library	http://www.icdl.uncg.edu	Collection of full-text resources and practioneers corner
Military Careers	http://www.militarycareers.com	Military careers
National Assoc. of School Psych	http://www.naspweb.org	NASP information
National Career Dev Assoc	http://www.ncda.org/	Professional organization information
NC Counseling Association	http://www.greensboro.com/ncca	State Association news
Occupational Outlook Handbook	http://www.bls.gov/ocohome.htm	National resource for information about occupations
Peterson's Education Center	http://www.petersons.com	College and career information
The Schoolhouse Project	http://www.nwrel.org/sky/index	Counselor information from the schoolhouse project
Resumes		
Resume Broadcaster	http://www.resumebroadcaster.com	Created by JobBank USA
Resumes on the Web	http://www.resweb.com	Post a resume; job search
Internet Career Connection	http://www.iccweb.com	Online employment matching
Canadian Career Site	http://www.careerclick.com	Employment service in Canada
Subscription and Free Services		
NC Career Explorer (CX)	http://www.cxinfo.bridges.com	Tour free trail of comprehensive Career development library and services
Daily News	http://www.soicc.state.nc.us/soicc/	Daily News articles on careers education recreation (Career Awareness)
Career Pro News	http://www.bridges.com	Daily Links to hundreds of current articles of career professionals
Career Parent Magazine	http://www.careerparent.bridges.com	Weekly articles provides insights & activities for parents

ADDITIONAL RESOURCE –Publications

100 Best Careers for the 21st Century by Shelly Field: A comprehensive guide to 100 of the fastest growing occupations for the 21st century. An expert's list of all the best choices. (1996, Arco)

(The) American Almanac of Jobs and Salaries. John Wright (Avon). 1996. Known for its focus on salaries, benefits, and future career prospects for each career field.

Barron's 300 Best Buys for a College Education. New York, NY: Simon and Schuster, latest edition. Provides information to assist in the selection of a college based on value for your money.

Barron's Profiles of American Colleges. Hauppauge, NY: Barron's Educational Series. In-depth descriptions of more than 1650 schools, including facts you need to know, such as admission requirements, test scores, application deadlines and more. A comprehensive index of college majors is included.

Building a Quality Workforce (US Government Printing Office, 1991). Suggests that business and schools need to work together to help entry level workers to be better prepared for employment. Gives examples of community partnership which have been successful.

Cambridge Job Search Guide (Piney Mountain Press, 1992). This book is divided into three sections: Developing a Plan of Action, Investigating Where Jobs Are, and Succeeding in the Interview. It offers proven techniques, identifies marketable skills, using networking, etc. Appendices include Interest/Skill Self-Assessment, Resume and Letter Samples, Performance Phrase Checklist and Work Sheet, Job Search Contact Sheets, and a Job Search Planning Guide.

Career Choices (Lakeshore Learning Materials). Who Am I? What do I want? How do I get it? The 3-step Career Development Process helps students answer all three steps so they can define and work toward their career goals. Thought provoking text combined with exercises that foster self-awareness, identify strengths, skills and interests. Student books with Teacher Edition and workbooks.

Career Choices: A Guide for Teens and Young Adults –Who Am I? What do I Want? How do I Get it? Mindy Bingham & Sandy Stryker. (Academic Innovations). 1990. Teens and young adults discover their unique abilities and ambitions in relation to successful careers and lives.

Career Discovery Encyclopedia. Chicago, IL: J.G. Ferguson, latest edition. Provides information about careers in an easy ready format.

Career Guide to Industries (US Government Printing Office, 1994). Developed as a companion book to the OOH, it discusses careers from an industry prospective for each of the 40 diverse industries. It provides information on working conditions, training, outlook, wages and other facets of industrial employment.

Careersmarts: Jobs with a Future by Martin Yate; A wealth of practical, fact-based guidance on the most stable and rewarding jobs available in the years ahead.

Career World Magazine. Delran, NJ: Weekly Reader Corporation. The magazines introduce students to career and vocational opportunities giving them information on which fields are considered hot for the next century and explaining what type of training may be needed to for success.

Catalyst, Inc. *What to Do With Your Life*. New York, NY: Simon and Schuster, 1992. Includes information to help in the selection of a career.

Children's Dictionary of Occupations (CDOT), 2nd Edition. William Hopke and Barbara Parramore (CFKR, American Guidance Services, JIST Works) 1992, 1996 –CD ROM version. This 130-page book with color illustrations introduces elementary school children to the world of work and a variety (300) of occupations. Special sections highlights beginning jobs often held by teenagers (e.g. babysitter, camp counselor, etc.).

Children's Occupational Outlook Handbook. Linda Schwartz and Toni Wolfgang (CFKR, American Guidance Services). 1996. Soft cover and software includes information on 200 occupations and sections on "places to observe", "getting ready" and fun activities for elementary school students.

(The) College Major Handbook (CFKR Career Materials, Inc.) The College Major Handbook is a resource book that contains essential information needed for college major decision-making. The Major-Minor-Finder is a survey taken by students to pull together their career and college decision making plans.

(The) Dictionary of Occupational 7 Titles, 4th Edition (Compiled by US Department of Labor Bureau of Labor Statistics and published by the US Government Printing Office and: Opportunities for Learning, Inc., 1991; JIST, The Job Search People, 1992; and CFKR Career Materials, Inc.) A "must" for every well-equipped occupational information center. Recently updated. (If ordering from the Government Printing Office, you must include payment with order. The three commercial publishers listed will accept purchase orders.)

Do What You are: Discover the Perfect Career for You Through the Secrets of Personality Type. Paul and Barbara Tieger. (Little, Brown) 1995. Readers determine their true personality type through a self analysis. It offers specific career strategies on the strength of each type.

Electronic Resume Revolution: Creating a Winning Resume for the New World of Job Seeking by Joyce Lain Kennedy and Thomas Morrow (2nd ed., 1995). This reference provides hints for effective electronic resumes as well as lists of keywords scanners will look for in selecting resumes for review.

Encyclopedia of Careers and Vocational Guidance. 8th Edition, 2,200 pages and 1,000 illustrations in four volumes (Orchard House, Inc). One of the most complete and compact sets of up-to-date occupational information that is organized for easy access with indexing and cross-referencing. Outlined like the Occupational Outlook Handbook.

Exploring Careers –A Young Person's Guide to over 300 Jobs. (Compiled by the US Department of Labor). This 1994 JIST edition includes all 20,000 plus titles in the new Dictionary of Occupational Titles and the information is organized and designed with job seekers in mind. This book is more extensive that the enhanced GOE (EGOE).

(The Enhanced) Guide for Occupational Exploration. (JIST: The Job Search People, 1991). The EGOE organizes job titles into major interest groups, work groups, and subgroups and

includes the descriptions of basic duties and responsibilities for the 2,500 most important jobs that represent "access points" into the labor market.

(The) Gorman Report-Undergraduate: A Rating of Undergraduate Programs in American and International Universities. Ninth Edition. (National Education Standards). 1996. Reports the top undergraduate programs in more than 150 separate fields.

Helping Your Child Choose a Career. Luther B. Otto (JIST) 1996. Written for parents and their children, this book can help young people learn about careers through up-to-date information and advice on tomorrow's careers, technology, the global economy, labor force trends and selecting a paying for the corresponding education or training.

Hidden Job Market 1997: 2,000 Fast Growing High-Technology Companies That are Hiring Now. Sixth Edition. (Peterson's). 1996. Profiles 2,000 companies that added the most new employees to their payrolls in the past year.

High Impact Resumes and Letters. 3rd Edition (Impact Publications, 1993). Thirteen well-conceived chapters debunk resume myths and include necessary forms for producing and evaluating each resume section. The book promotes the larger career planning process of skills, objectives, research, networking, interviews, and negotiations, 363 pages.

Hook up, Get Hired! Joyce Laine Kennedy. (1995). Complete job-search book that advises the reader- whether a computer novice or and expert-on how to find current job posting on-line; how to post a resume, how to electronically research a company and how to network with others who share you interest.

Index of Majors and Graduate Degrees. New York, NY: Guidance Publishing, The College Board. Find out where you can study the major you want, at the degree level you need.

(The) Janus Employability Skills Program. (Fearon/Janus Education, 1993). Consists of seven books especially designed for students with special needs. Teacher Guide and Resource book also available.

Jobs Related Almanac: Third Edition. Les Krantz. (Wiley). 1995. Ranks 250 jobs by more than a dozen vital factors, including salary, stress, benefits, and more.

Job Search 101: *Getting Started on Your Career Path* by Marcia Fox, Ph.D., et al.; This book is filled with information and advise designed to give first time job searchers the edge for high school through adult audiences.

Job Skills for the 21st Century – A Guide for Students. Lawrence K. Jones (ORYX) 1996. A substative and imaginative book with great appeal and benefit to students, parents and teachers. *Job Skills* is personal, direct and highly relevant to the needs and interests of adolescents.

Knock 'Em Dead 1998: The Ultimate Job Seeker's Handbook by Martin Yate. Features sections on where the jobs are now and where they will be tomorrow, includes great answers to tough interview questions and advice on handling sticky situations.

Lovejoy's Career and Vocational School Guide. New York, NY: Simon and Schuster. A resource to guide students through the selection of appropriate career or vocational schools.

Lovejoy's Four-Year College Guide. New York, NY: Simon and Schuster. Provides information related to four-year colleges, including admission information.

Lovejoy's Two-Year College Guide. New York, NY: Simon and Schuster. Includes information about two-year colleges and the majors available.

Major Decisions: A Guide to College Majors. New Orleans, LA: Wintergreen/Orchard House. Determining a college major is serious business. Use of this resource will provide needed information.

Network Your Way to Jobs and Career Success. Ronald L. Kramnish, Ph.D., Caryle Rae Kramnish, Ph.D. (Impact Publications). Two leading employment experts provide practical guidance on how to organize effective job networks that lead to job interview and offers.

Occupational Outlook Handbook. (Superintendent of Documents, US Government Printing Office, 1996-97). The primary source for reliable occupational information since 1940. This handbook is updated every two years with a new edition. Orders to Government Printing Office must include payment. *Occupational Outlook Handbook* can be ordered (for a little less) from Careers, Largo, FL; and JIST Works on a regular school purchase order. Also available on the internet at http://stats.bls.gov/ocohome.htm

Peterson's Four-Year Colleges. Princeton, NJ: Peterson's Guides. Three books in one: (1) QuickFind college search indexes (2) Informative profiles of 2,000 colleges and universities (3) Detailed coverage of academic programs, campus life, athletics and more.

Peterson's Two-Year Colleges. Princeton, NJ: Peterson's Guides. Full-time, part-time, evening, weekend and co-op associate degrees, including specialty program for more than 1,500 community and junior colleges.

Ready for School – Ready for Work Series. National TeleLearning Network, Inc. 1996. Introduces career concepts into the general school curriculum through activities using skills and information appropriate to core subjects; art and music, health and PE, language arts, math, science, and social studies.

Realizing the Dream – Career Planning for the 21st Century. American College Testing Program and National Career Development Association. 1994. Provides background and information to assist in career planning for students, including a parent handbook.

Real People, Real Jobs: Reflecting Your Interests in the World of Work, by David Montross, *et al.*; Contains separate chapters that introduce job possibilities within John Holland's six major career categories and shows how to match such interests to specific careers.

Resume Builder & Career Counselor. Anna Murray. New York, NY: Kaplan Books. 1997. Advice from the real world – what hiring professionals love and hate to see on resumes. Includes CD-Rom featuring job descriptions, earning potential and training requirements for more than 12,700 jobs.

Resumes That Mean Business. David R. Eyler. Provides information for up-to-date resume preparation.

Succeeding in the World of Work. 5th Edition. (Glenco/Macmillan/McGrawHill, 1994). A well-written textbook that provides classroom instruction with real-life applications presented in conversational style that helps students anticipate, understand and succeed in the world of work, 442 pages. Teacher edition text, students activity book, teacher resouce binder, and test maker available.

Technical Education That Works for America. (National Association of Trade and Technical Schools, 1995). Reference source of determining accreditation of trade and technical schools in every state. Any schooling beyond high school costs quite a bit these days. Accrediation is your assurance that a private career school has met national standards of educational performance which have been established by an impartial, non-government agency.

Technical, Trade & Business School Data Handbook. New Orleans, LA: Wintergreen/Orchard House. Provides information for locating the right school for technical, trade and business writing.

Young Person's Occupational Outlook Handbook: Descriptions for America's Top 250 Jobs. (JIST Works). 1996. Covers the same 250 jobs as the adult version of the OOH, but written for grades 5-9.

What Color is Your Parachute? JIST- The Job Search People, 1998). The 1998 edition of Richard Bolles all-time best selling career-changing book. Revised annually, latest book is shorter and more readable.

State-developed Career Development Classroom Activity Books:

- University of Wisconsin, Madison, Center for Education and Work, "Developmental Guidance Activities:, K-3, 4-6, 7-9, 10-12. Cross reference between national career development competencies and classroom subject matter.
- Washington State Department of Education, "Career Development Activities K-12". (Available from NC DPI)

ADDITIONAL RESOURCES –Publishers

ACT Career Planning Services Educational Services Division Post Office Box 168 Iowa City, IA 52243	319-337-1566 404-231-1952
American Guidance Services 4201 Woodland Road Circle Pines, MN 55014	800-328-2560 612-786-5603 *FAX* 612-786-4343
American Vocational Association Department 93C 1410 King Street Alexandria, VA 22314	800-286-9972 ext. 317
Barron's Educational Series, Inc. 250 Wireless Boulevard Hauppauge, NY 11788	
Cambridge Job Search Post Office Box 2153, Department J01 Charleston, WV 25328-2153	800-468-4227
Career Communications, Inc. 6701 West 64th Street Overland Park, Kansas 66202	800-669-7795
Careers, Inc. Post Office Box 135 Largo, FL 34649	800-726-0441 813-584-7333
Center on Education and Work University of Wisconsin, Madison 964 Educational Sciences Building 1025 West Johnson Street Madison, WI 53706	800-442-4612 *FAX* 608-262-3063
C-F-K-R Career Materials 11860 Kemper Road, Unit 7 Auburn, CA 95603	800-525-5626 *FAX* 916-889-0433
Chronicle Guidance Publications 66 Aurora Street Moravia, NY 13118	800-622-7284 315-497-0492
COIN Education Products 3361 Executive Parkway, Suite 302 Toledo, OH 43606	800-274-8515 *FAX* 415-536-7056

Consulting Psychologists Press, Inc. Post Office Box 10096 Palo Alto, CA 94306	800-624-1765
Creative Educational Video Post Office Box 66265 Lubbock, TX 79424-5265	800-992-9965 *FAX* 800243-6398
Drake/Bean/Morin, Inc. 100 Park Avenue New York, NY 10017	212-692-7329
Enter Here L.L.C 1620 Central Street Evanston, IL 60201	800-577-2271 *FAX* 847-866-7207
EDITS Post Office Box 7234 San Diego, CA 92167	619-488-1666 619-222-1666
Fearon/Janus Education 500 Harbor Boulevard Belmont, CA 94002	800-877-4283 415-592-7810
Ferguson Publishing Company 200 West Jackson Blvd., Suite 700 Chicago, IL 60606	800-306-9941 *FAX* 800-306-9942
Glencoe/MacMillian/McGraw-Hill Regional Office –Southeast USA 6510 Jimmy Carter Boulevard Norcross, GA 30071	800-983-3992 404-446-7493
Impact Publications Careers Department 9204-N Manassas Drive Manassas Park, VA 22111	703-361-7300 *FAX* 703-335-9486
Job Jargon 1027 Broadway Avenue Bowling Green, KY 42104	800-736-0288
JIST –The Job Search People 720 North Park Avenue Indianapolis, IN 46202-3431	800-648-5478
Kaplan Books 1230 Avenue of the Americas New York, NY 10020	1-800-KAP-ITEM

Lakeshore Learning Materials 2695 East Dominguez Street Carson, CA 90749	800-421-5354 *FAX* 310-537-5403
MacMillian New Media 124 Mount Auburn Street Cambridge, MA 02138	800-328-8830 617-661-2955 *FAX* 607-868-7738
National TeleLearning Network, Inc. Product Development Department 5801 River Road New Orleans, LA 70123-5106	1-800-432-3286 *FAX* 1-504-733-2232
NATTS –National Association of Trade And Technical Schools 2251 Wisconsin Avenue, NW Washington, DC 20006	202-333-1021
NC State Occupational Information Coordinating Committee (NC SOICC) Post Office Box 25903 Raleigh, NC 27611	919-733-6700 *FAX* 919-733-8662
Oklahoma Dept. of Vocational & Technical Education 1500 West Seventh Street Stillwater, OK 74074	405-743-5404 *FAX* 405-743-5142
Opportunities for Learning, Inc. 941 Hickory Lane, Dept. XG467 Mansfield, OH 44091-8103	800-243-7116 419-589-1700
Orchard House, Inc. 46 Love Lane Concord, MA 01742	800-423-1303 *FAX* 508-368-9472
ORYX 4041 North Central Avenue, Suite 700 Phoenix, Arizona 85012-3397	800-279-6799 *FAX* 800-279-4663
Peterson's Guides Post Office Box 2123 Princeton, NJ 08543-2123	800-EDU-DATA 609-924-5338
Piney Mountain Press, Inc. Post Office Box 86 Cleveland, GA 30528	800-255-3127 *FAX* 706-864-6712
Psychological Assessment Resources, Inc. Post Office Box 998 Odessa, FL 33556	800-331-TEST

Rick Trow Productions, Inc. Post Office Box 291 New Hope, PA 18938	800-247-9404 215-862-0900
Simon & Schuster 1230 Avenue of the Americas New York, NY 10020	
Smylie Educational Enterprises Post Office Box 37333 Charlotte, NC 28237	704-366-0019
Southwestern Publishing Company 5101 Madison Road Cincinnati, OH 45227	800-543-7972
Sunburst Communications, Inc. Post Office Box 40 Pleasantville, NY 10570	800-431-1934
Superintendent of Documents US Government Bookstore First Union Plaza, Suite 120 999 Peachtree Street, NE Atlanta, GA 30309-3964 **Note: Free Catalogue Payment required with orders.**	404-347-1900 *FAX* 404-347-1897
TESI –The Educational Specialists, Inc. Post Office Box 1222 Bonita Springs, FL 33959	800-633-6625
VGM Career Horizons 4255 West Touhy Avenue Lincolnwood, IL 60646-1975	800-323-4900 708-679-5500 *FAX* 708-679-2494
Walch J. Weston Publisher 321 Valley Street Portland, Maine 04104-0658	800-341-6094 *FAX* 207-772-3105
Weekly Reader Corporation 3001 Cindel Drive PO Box 8007 Delran, NY 08075-9979	1-800-446-3355 *FAX* 1-609-786-3360
Wintergreen Orchard House Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143	800-767-8420 x7109 *FAX* 630-467-6194